

REPORT

ON

THE INSPECTION OF CHIEFS' COLLEGES

1937



AITCHISON COLLEGE, LAHORE.

The college was inspected on the 4th and 5th January 1937. Captain R. M. K. Battye of the Political Department was associated with me in the inspection.

I am very grateful indeed to Mr. C. H. Barry, the Principal of the college, for so thoroughly preparing the various figures and statistics which I required and for affording me every facility during the inspection.

2. *Constitution*.—During the last year the constitution of the Council and of the Committee of Management has been revised and new statutes embodying these changes came into force from November 1935. The present constitution of these bodies under the revised statutes is given as Appendix A.

3. *Staff*.—Since the last inspection Sardar Bhagwan Singh has been replaced by Miss Farren who has taken over the work of teaching English to the two lowest forms. Miss Jivanandham, who is a trained teacher, now teaches arithmetic to the lowest form. In addition to this work she is responsible for the catering and management of the boys' messes. The addition of these two ladies to the staff is reported to have resulted in considerable improvement not only in the teaching in the lowest classes but also in a closer supervision of the dietary, table appointment and preparation of the food.

In previous reports the staff has been criticised on various grounds. I agree with the criticisms in so far as they concern the desirability of having a greater percentage of trained teachers on the staff and the inefficiency of some of the teaching. At present only two of the teachers are trained. One member of the staff, however, visited Iran during the summer vacation, with financial assistance from the college, in order to familiarise himself with the spoken language and also to obtain textbooks in modern Persian. The Principal reports that the advantages derived from the visit are of considerable importance. It would be of little benefit to send teachers comparatively old in years and of fixed habits of teaching technique to a training college, for it is obvious that they would be unable to benefit materially from the training. I suggest, however, that when the staff has been reorganised, or when new appointments are made preference should be given to teachers who possess the advantage of training. My predecessors have more than once commented adversely on the work and capacity of some of the teachers. As a result the question of the compulsory retirement on compensatory pension of certain members of the staff who are technically servants of the Government of India is under consideration but a decision has not yet been reached.

4. *Examinations*.—Some time ago the College decided not to enter its candidates any longer for the Diploma Examination of the Government of India but to take the Cambridge Junior and the Cambridge School Certificate examinations in its place. The reasons for this change have been discussed elsewhere and are to me convincing. 1936 was the last occasion when this examination was taken. Six candidates entered and all passed. In the School Certificate examination of 1936, four candidates were entered and all passed, whereas in the Junior Certificate examination, which is regarded more as an internal rather than an external test, eight candidates were presented and four passed. A creditable feature is the encouraging number of credits or better-than-credits in individual subjects and is indicative of the high standard of tuition in the college. Out of ten candidates entered for the School Certificate Examination in the years 1934, 1935 and 1936 there has not been a single failure. In this connection it should be noted that in both the Cambridge School Certificate examination and the Cambridge Junior examination all pupils take English, History, Geography, Urdu, Persian, Mathematics and Science. These are regarded by the Principal as being necessary for a general foundation of knowledge.

Drawing is taken in the lower classes and various forms of handwork are necessary for the scouts, but I should like to see the provision of facilities for handwork, particularly carpentry, and for art in the case of those pupils who show a taste for this study, and possibly music.

As the college gains in repute and as the numbers increase I anticipate that before long the college will have to consider whether or not it is desirable to offer

a variety of courses after the School Certificate examination. At present there are signs of a demand for an Army Class and in 1935 for the first time a candidate from the college appeared for the Indian Military Academy examination. At present there are two candidates preparing for the School Certificate examination who hope to continue to study in the college in preparation for the Indian Military Academy. It seems therefore probable that the Army Class will become a permanent feature of the college. It is also possible that there will be a demand for higher education up to the Intermediate stage and in my opinion such an extension is desirable when numbers warrant. This, I anticipate, will be before many years have elapsed. In this connection, the question whether or not affiliation to the Punjab University should be sought will require consideration though it is possible that the University may relax some of their ordinary demands to meet the special circumstances of this institution. Suitable courses seem to be agriculture, estate management and possibly a secretarial course. I hope I am not too optimistic in envisaging before many years have passed the inauguration of a 'top' to this institution which shall then offer a compulsory course leading to the Cambridge School Certificate examination followed by higher courses along the lines suggested above.

One present difficulty of organisation and teaching is due to the fact that many boys seek admission to the college at the age of twelve years. This is somewhat late and I should like to see the great majority of admissions at the age of eight or thereabouts to the lowest class of the college. The question of a preparatory school to act as a feeder is therefore of some importance and though the time for the college to run its own preparatory school has perhaps not yet come yet this suggestion might be kept in view. The Queen Mary's School is regarded as a preparatory school for the Aitchison College but for one reason or another it does not act as a feeder. A closer co-ordination between the college and the Queen Mary's School is desirable though it may not be easy to effect.

5. Age spread.—I notice that in the lowest form there are boys whose age varies from 5 to 11. Obviously, methods of teaching suitable for a child of 5 are not suitable for a child of 11 and yet the small number in the class (12) would make its division into two sections expensive. Some difficulty arises in from Middle III where the age of the boys varies from 8 to 16. If all admissions could be made in the lowest form the ages would tend to be more uniform in each class and each class would form a better psychological unit for teaching purposes. In this connection it is interesting to see from the statement of ages—Appendix B—that the average age per class is slowly falling and we now have in the Cambridge Senior class an average age of 16½ years which is indicative of the standard of improvement of intellectual attainment over the last few years. The disparity in the ages of boys in various classes is still marked but not nearly so much as in previous years and soon it will be impossible for a boy of 20 years of age to be in the Junior Cambridge class.

6. Curriculum.—Since the last inspection there have been few changes in the curriculum though the syllabuses in different subjects and the list of text-books have again been completely revised in the light of experience gained since 1933.

The revised science syllabus is now in accordance with modern views and includes not only Physics and Chemistry, but also Agriculture, Physiology, Hygiene and Biology. Science in the form of nature study is now begun in the lowest class instead of in Class III. The College Council has recently decided that religious instruction shall no longer be given in class. The boys, however, attend their places of worship twice daily. The Principal believes strongly in the value of religious observances and the question of religious instruction and worship is under further consideration.

The teaching is carried on by the "specialist" system. The Principal agrees that the class teacher system in the lower classes is preferable but is unable to give effect to this until the staff is reorganised.

It is gratifying to find that the progress of individual boys is reviewed, syllabuses are discussed and points of administration considered at fortnightly staff meetings. The many extra-mural activities deserve commendation. Senior boys are associated with heads of departments in order to acquaint them with details and problems of administration: each year at Christmas the boys visit different places of interest in India on an educational tour, the College Council of State

(of boys) performs its duties with zeal and interest, and affords an opportunity for budding legislators to speak in public and learn the rules of debate, gardening and hobbies are encouraged, scouting is popular, the vernacular school for the children on the estate and the adult school for the college servants are successful, whilst a college magazine has been started this year. The whole of this aspect of school life with its opportunities for training in self-reliance, responsibility and those moral qualities we seek to develop is most commendable.

7. *Enrolment.*—Enrolment shows a welcome increase from 92 at the time of the last inspection to 107. Of these 18 are Hindus, 53 Sikhs and 36 Muslims. The Muslims show an increase of 10 over the figure of last year. Of the 107, 69 are from British India and the remaining 38 from Indian States. The increase of enrolment is most gratifying and bears testimony to the confidence which is felt in the character training and the high scholastic standard of the college and is all the more encouraging as the relaxed rules of admission have not so far attracted to the school a single boy under the new categories. The figure for the last ten years showing annual admissions and withdrawals and the number on the roll are given as Appendix C.

8. *Conditions of admission.*—The statute relating to admission has been modified so as to make eligible for admission to the college boys from certain classes which were previously excluded. This liberalisation was unanimously approved by the Council. The previous statute and the revised statute are given as Appendix D. The change will be given wide publicity not only through the press but also by means of an illustrated prospectus. When parents of these new categories appreciate the standard of the education given, understand boys are expected to and do work, that the tone and discipline are as high as that of other colleges, that extravagance is discouraged and that their children will be welcomed, then I anticipate a considerable influx from this source. But some parent must make the first response. His example, I am sure, would soon be followed.

9. *Day Boys.*—The number of day boys is 31, which is a large proportion, indeed too large for the school to fulfil satisfactorily the aims of a 'public' school. This fact is appreciated both by the Principal and the Council, for it has recently been decided that the number of day boys shall not exceed twenty per cent. of the total enrolment. I hope it will soon be possible to reduce the percentage even further. In order to centralise the rather scattered interests of day boys and to weld them into a homogenous body, they have recently been formed into a House (called Jubilee House in honour of the Jubilee Celebrations) with a Housemaster of their own, with the full status of a Residential House, with their own Prefects, and competing for the Cock House Cup as a separate entity. But the lack of control over day boys, as soon as they leave the college compound, and in particular the unhealthy and undesirable influence of private tutors in their own homes, is still one of the difficulties facing the college.

10. *Buildings.*—Two new buildings have been constructed during the period under review:—

- (i) A new hospital for boys (with dispensary and surgery). The old hospital is now used for male and female inpatients of the menial establishment.
- (ii) A new kitchen block consisting of a non-Muslim kitchen and pantry with godowns and office. Next year it is proposed to complete the block by adding a Muslim kitchen. Then the whole of the feeding arrangements will be centralised and more efficiently and economically controlled and supervised.

Minor additions are a new jumping school, the embellishment of the Aitchison Hall by the coats-of-arms of the States in the Punjab Agency, the re-modelling of the Leslie-Jones House and the provision of considerable equipment in class-rooms, kitchens, messes and dormitories.

11. *Finance.*—The financial position is encouraging. In the financial year 1935-36, after a depressing series of deficits, there was a small credit-balance of Rs. 6,161-11-4. In the current financial year as a result of increased enrolment, and in spite of considerable consequential expenditure there will again be a small credit balance. In the year under review it is, however, most gratifying that Government

grants and donations from States, have again been received in full, and there seems reason to believe that the gravest period of financial anxiety is now over. The policy of going ahead with developments and expenditure in order to equip the college for the demands of the future rather than attempting to placate the present by prejudicing the future has been fully justified. Any serious cut in the Government of India grant, however, would at present seriously embarrass the college.

The college suffers financially through the Scholarship Trust Deeds. All scholarship holders, by the terms of the trust deeds, receive free tuition. These deeds were drawn up when the tuition fees were Rs. 25 per mensem instead of Rs. 55 to 85 as at present. Thus the college loses from the 30 scholarship holders about Rs. 15,000 a year in fee income. The intention of the Council, however, to have the Trust Deeds modified has been abandoned on account of legal difficulties.

Urgent needs.—In my opinion it is necessary to construct a new block of up-to-date class rooms. The building in which the class rooms are now located was erected when ornamentation over-rode simplicity, when gloom was preferred to light and when it was assumed that 15—20 would be the maximum number in a class. The present class-rooms might be converted into a workshop, music room, hobbies room—but they are entirely unworthy of use as class-rooms.

I wish to emphasise the need of lightening the burden which now rests on Mr. Barry and which is more than one man should bear. The administration of a college of this nature, with its school, farm, dairy, gardens, hospital, buildings, messes is no light matter. In addition there are the demands of parents and relatives, the need of keeping in close touch with old boys and with the many officers who come in contact, more or less closely, with one or another activity of the college. On the one hand, he has to exercise control and guidance over the staff, part of which is not efficient—to initiate policy and to keep abreast with modern educational theory and practice, and to watch over the welfare of the boys and other residents in the estate. All these are normal duties of the Principal of any chiefs' college. But Mr. Barry is also responsible for taking eighteen periods a week of actual teaching work. It is here that the burden can be lightened for it is impossible with so large a part of the day devoted to teaching to perform the other duties satisfactorily except by working from morning until night—incessantly and without rest. This is what Mr. Barry does but cannot go on doing. An additional master to relieve Mr. Barry of some (not all) of his teaching duties and of certain routine details is essential. There need be no fear that he would not have sufficient work.

J. E. PARKINSON,
*Educational Commissioner
with the Government of India.*

Dated Camp Lahore, the 5th January 1937.

APPENDIX A.

V. Council.

1. The Council shall be constituted as follows :—

- (a) His Excellency the Governor of the Punjab (President).
- (b) Five Ruling Princes of the States of the Punjab States Agency, selected by ballot, and in addition one Ruling Prince nominated by His Excellency the Viceroy, should His Excellency desire to make a nomination.
- (c) The Hon'ble the Agent to the Governor-General, Punjab States.
- (d) Six Old Boys of the College nominated by His Excellency the Governor out of a panel of 20 Old Boys to be furnished by the Aitchison Chiefs College Old Boys Association, provided that no Old boy shall be nominated who has a son attending a school other than the Aitchison College, unless the son is ineligible for admission to the college.
- (e) The Member or Minister in whose portfolio the Aitchison College is included.
- (f) The Hon'ble Minister for Education.
- (g) The Director of Public Instruction, Punjab.
- (h) Two members nominated by His Excellency the Governor, who are not officials, provided that no Old Boy shall be nominated who has a son attending a school other than the Aitchison College unless the son is ineligible for admission to the College.

2. The Committee of Management shall be constituted as follows :—

- (a) The member or Minister in whose portfolio the Aitchison College is included.
- (b) Two Ruling Princes nominated by His Excellency the Governor.
- (c) Two Old Boys nominated by His Excellency the Governor.
- (d) The Director of Public Instruction, Punjab.
- (e) The Hon'ble the Agent to the Governor General, Punjab States.
- (f) Two nominees of His Excellency the Governor.

NOTE.

- (i) The Chairman shall be nominated by His Excellency the Governor.
- (ii) The Committee shall consist entirely of members of the Council.
- (iii) A Ruling Prince appointed to the Committee shall be entitled to attend either in person or by a representative duly appointed by him.

The following is the present personnel of these bodies under the new rules :—

I. Patron-in-Chief.

His Excellency the Viceroy.

II. Patrons :—

- (a) His Highness the Maharaja of Patiala.
- (b) His Highness the Nawab of Bahawalpur.
- (c) His Highness the Maharaja of Kapurthala.
- (d) His Highness the Raja of Mandi.
- (e) His Highness the Nawab of Malerkotla.
- (f) His Highness the Raja of Faridkot.
- (g) His Highness the Raja of Suket.

III. Council.

- (a) His Excellency the Governor of the Punjab.
- (b) His Highness the Maharaja of Patiala.
- (c) His Highness the Nawab of Bahawalpur.
- (d) His Highness the Raja of Mandi.
- (e) His Highness the Raja of Faridkot.
- (f) His Highness the Maharaja of Sirmour.
- (g) The Hon'ble the Agent to the Governor-General, Punjab States.
- (h) Captain Malik Khizar Hayat Khan Tiwana, O.B.E., Kalra, Shahpur District.
- (i) Major Sardar Mohammad Nawaz Khan of Kot Fateh Khan, Attock District.
- (j) Sardar Santokh Singh of Shahkote, Jullundur City.
- (k) The Hon'ble Lieut. Sardar Buta Singh of Amritsar.
- (l) Lala Roop Chand, 1, Egerton Road, Lahore.
- (m) Captain Sh. Ashiq Hussain, Multan.
- (n) The Hon'ble the Finance Member.
- (o) The Hon'ble Minister for Education.
- (p) The Director of Public Instruction, Punjab.
- (q) Diwan Bahadur Raja Narendra Nath.
- (r) Nawab Shah Nawaz Khan of Mamdot.
- (s) Principal Aitchison College, Lahore.

IV. Committee of Management—

- (a) The Hon'ble the Finance Member.
- (b) His Highness the Maharaja of Patiala.
- (c) His Highness the Nawab of Bahawalpur.
- (d) Captain Malik Khizar Hayat Khan Tiwana, O.B.E.
- (e) The Hon'ble Lieut. S. Buta Singh of Amritsar.
- (f) The Director of Public Instruction, Punjab.
- (g) The Hon'ble the Agent to the Governor General, Punjab States.
- (h) Diwan Bahadur Raja Narendra Nath of Lahore.
- (i) Nawab Shah Nawaz Khan of Mamdot.
- (j) Principal, Aitchison College, Lahore.

APPENDIX B.

Class.	No.	Ages.	Extreme ages.	Average age.	Average age last year.
Army Class	..	1 19.			
Senior Cambridge II	4	19, 17, 16, 15	15—19	16·7	17·2
Senior Cambridge I	8	13, 14, 14, 15, 15, 16, 17, 17 ..	13—17	15·1	..
Junior Cambridge	14	12, 13, 13, 14, 14, 14, 15, 16, 16, 16, 18, 18, 19, 20.	12—20	15·5	15·5
Middle V	..	9 12, 13, 13, 14, 14, 15, 15, 16	12—16	14·1	14·0
Middle IV	..	20 11, 12, 13, 13, 13, 13, 13, 13, 13, 14, 14, 14, 14, 15, 15, 16, 16, 16.	11—16	13·8	13·5
Middle III	..	27 8, 10, 10, 10, 10, 11, 11, 11, 11, .. 12, 12, 12, 12, 12, 13, 13, 13, 13, 13, 13, 13, 13, 14, 15, 16, 16.	8—16	12·1	12·9
Middle II	..	12 8, 8, 8, 9, 9, 10, 10, 11, 11, 11, 12.	8—12	9·7	10·0
Middle I	..	12 5, 6, 6, 8, 8, 8, 9, 10, 10, 10, 11	5—11	8·2	8·9

APPENDIX C.

Number of admissions and withdrawals during the years 1926-1937.

No.	Years.		Admissions.	Withdrawals.	Remarks.
1	1926-27	..	28	23	
2	1927-28	..	25	25	
3	1928-29	..	19	23	
4	1929-30	..	21	24	
5	1930-31	..	14	20	
6	1931-32	..	8	32	
7	1932-33	..	23	15	
8	1933-34	..	17	23	
9	1934-35	..	31	10	
10	1935-36	..	18	21	
11	1936-37	..	29	14	Till 1st January 1937.

APPENDIX D.

The previous Statute relating to admission was as follows :—

STATUTE VIII.—*Admission to the College.*

“The following classes are eligible :—

- (a) the sons and relatives of Ruling Princes ;
- (b) the sons and relatives of subjects of Ruling Princes recommended by such Princes ;
- (c) members of families mentioned in “ Punjab Chiefs and Families of Note ” ;
- (d) sons and relatives of hereditary Provincial Darbaries ;
- (e) other boys of high social rank, to be interpreted strictly unless the Managing Committee is satisfied that a sufficient number of boys from the other four categories is not forthcoming.

The revised Statute is as follows :—

STATUTE VIII.—*Admission to the College.*

“ The following classes are eligible :—

- (a) Sons and relatives of Ruling Princes ;
- (b) Subjects of Ruling Princes recommended by such Princes ;
- (c) Members of families mentioned in “ Punjab Chiefs and Families of Note ” ;
- (d) Sons and relatives of Provincial Darbaries ;
- (e) Sons and grandsons of persons who hold or have held the following official positions :
 - (1) Federal and High Court Judges ;
 - (2) Members of all-India Services ;
 - (3) Naval, Military and Air Force Officers holding the King’s Commission.
- (f) Sons and grandsons of the following gentlemen :
 - (1) Holders of the hereditary or personal title of ‘ Nawab ’ or ‘ Raja ’ ;
 - (2) Past and present members of the Executive Council of the Governor General ;
 - (3) Voters on the electoral list of any landholders’ constituency in the Punjab (the qualification for a voter being that he should be an owner or assignee of land assessed to land revenue of not less than Rs. 500 per annum) ;
- (g) Sons of persons of high social rank, to be interpreted strictly by the Committee of Management.

NOTE.—Preference shall always be given to applications for admission under Clauses (a), (b), (c) and (d), and all boys admitted under Clauses (e), (f) and (g) shall be full fee payers.

In accordance with the instructions of the Hon'ble the Agent to the Governor General, Punjab States, I was associated with Mr. J. E. Parkinson, Educational Commissioner with the Government of India, in the annual inspection of the Aitchison College, Lahore. We met at the Principal's house on 5th January 1937, and first held a short discussion regarding the points of importance to which notice had been drawn in the very ample and helpful notes prepared by Mr. Barry prior to the inspection. Thereafter I was afforded the opportunity of going over the whole College and seeing the classes at work in company with Mr. Barry who was of the greatest assistance throughout. In the following paragraphs reference will be made only to those matters with which the States in this Agency are more intimately concerned and an endeavour will be made to examine to what extent the College is now fulfilling its function *inter-alia*, but primarily, as a Chiefs' college.

The following Ruling Princes have been nominated by His Excellency the Viceroy as patrons of the College:—

His Highness the Maharaja of Patiala.

His Highness the Nawab of Bahawalpur.

His Highness the Maharaja of Kapurthala.

His Highness the Raja of Mandi.

His Highness the Nawab of Malerkotla.

His Highness the Raja of Faridkot.

His Highness the Raja of Suket.

The Statutes of the Aitchison College Society were revised in 1936 and certain changes were made in the Constitution of the Council and Committee of Management (See Appendix A.).

Statute VIII regarding the categories and classes of boys that are eligible for admission to the College has recently been revised and the rules for admission liberalized. In addition to the five previous categories two new ones have been added with the result that boys who are the sons and grandsons of persons who hold or have held the following official positions are now eligible for admission:—

- (1) Federal and High Court Judges,
(2) Members of all India Services.
(3) Naval, Military and Air Force Officers holding the King's Commission.

In addition, the following also are now eligible under the revised Statute, namely, sons and grandsons, of the following gentlemen :—

- (1) Holders of the hereditary or personal title of Nawab or Raja.
 - (2) Past and present members of the Executive Council of the Governor General.
 - (3) Voters on the Electoral list of any land holders constituency in the Punjab (the qualification for a voter being that he should be an owner or assignee of land assessed to land revenue of not less than Rs. 500 per annum).

It is not only of interest but also a very healthy sign of the high quality of character, intellectual and physical training and efficient management to note that the number of boys now at the College is 107 as opposed to 92, at the time of the last inspection in April 1936, a figure that has not previously been exceeded since 1918. I am informed, moreover, that this increase is in no way due to the widening on a social basis of the rules for admission. It is anticipated, however, that by throwing the College open to boys of certain less privileged classes the numbers will greatly increase in the course of time and thereby place the College in a stronger position both financially and from an educational point of view. It incidentally brings the College more into line with modern ideas with regard to general education and with the Public Schools in England and there should be no murmurs of dissent from Ruling Princes of progressive outlook.

The present communal proportion of boys is roughly :—

of these approximately 35% are from Indian States and 65% from British India. 29 boys are sons or relatives of Ruling Princes. The preponderance of Sikhs is in a very large measure due to support from Patiala. 14 boys being relatives of His Highness the Maharaja alone.

There are 31 day boys at present and it has recently been decided to curtail this number gradually to 20% of the total enrolment. The Principal has power to refuse admission to a boy whose Tutor is in his opinion undesirable. While every endeavour is being made to centralize the scattered interests of day boys and to mould them into a homogenous body yet from almost every point of view it is preferable that boys should at some stage become boarders. It is unnecessary to emphasize that this is particularly desirable where sons and relatives of Ruling Princes are concerned.

There is every reason to believe that the gravest period of financial anxiety is now over. Last year there was a balance credit of over Rs. 6,000 and in view of the increased enrolment a small credit balance is again anticipated this year. Both the Government of India and Punjab Government grants and donations from States, the latter amounting to Rs. 28,500, have been received in full. The future of contributions from Government are, however, uncertain; they amount to about Rs. 25,000 and ways and means are being considered for replacing them should they at any time be withdrawn altogether. Of these ways and means mention may be made of the proposed Golden Jubilee appeal for the building up of an Endowment Fund; this will be made over the signatures of all Members of the Council following the Elections in the spring. Apart from this a tentative offer for the purchase of some of the College waste land has been made by His Highness the Raja of Faridkot for building purposes: if this offer is accepted by the Council the College should soon become economically independent of Government.

For those boys who do not intend to adopt an academical career but who will be proceeding straight from College to the administration of a State or Estate the College is willing to make special arrangements for courses in Advanced Agriculture, Law and Administration. In the event of there being sufficient demand for such courses, as there undoubtedly should be, a special class will be formed and placed next above the Junior Cambridge Class. Boys are also prepared for the Army Examinations. At present there is only one boy being so prepared, but it is felt that if it were more widely known that an Army Class existed at the College more parents would take advantage of the facilities offered and send their boys to the College with the Army as the end in view.

During the Christmas holidays a very successful educational tour of 17 boys visited the Rajputana States of Udaipur, Jodhpur, Jaipur and Bikaner. Additional interest was attached to the tour by a visit to the sister institution the Mayo College at Ajmer, the Aerodrome at Jodhpur and the railway Workshops and Government Press at Bikaner. Such tours are bound to have a broadening effect on the outlook of all and must be of particular value to those boys who come from some of the smaller Punjab States.

There are a few points which require the close attention and serious consideration of the Council and Committee of Management. In the first place with the exception of the new Science laboratories the class rooms are quite inadequate for an expanding College: they are too small, badly lighted and ill-ventilated, and new ones built to suit modern requirements are essential as soon as finances make their construction possible. Secondly, although considerable progress has been made in this direction, there still remains much to be accomplished in the reorganisation of the teaching staff of whom I understand, only two are trained teachers; a number of others are technically Government of India servants over whose appointment and dismissal the College can exercise no control. The matter is under the consideration of the Secretary of State and a decision has been long awaited. Closely allied to this subject is that of the Principal's personal responsibilities. Mr. Barry by his unbounded energy and enthusiasm and his capacity for hard constructive work has brought the College up to a very high standard of efficiency from all points of view, but the present system of administration is, if I may make a criticism, perhaps too centralized and lays too great a burden on the Principal who has no time for

leisure or recreation and little time for his meals. He has no Bursar to assist him with correspondence and accounts and takes on himself many of the duties which should ordinarily devolve on the house-masters. With a roll of 75 boys the task of the Principal was perhaps not too great for one man, although he is obliged to devote 16 periods a week to teaching, but the roll has increased to 107 boys and shows signs of increasing considerably further, and the time will shortly come when Mr. Barry's duties will have to be lightened by the appointment of a Bursar and of an additional English Assistant Master.

R. K. M. BATTYE, *Captain.*

14th January 1937.

APPENDIX A.

V.—Council.

1. The Council shall be constituted as follows :—

- (a) His Excellency the Governor of the Punjab (President).
 - (b) Five Ruling Princes of the States of the Punjab States Agency, selected by ballot, and in addition one Ruling Prince nominated by His Excellency the Viceroys, should His Excellency desire to make a nomination.
 - (c) The Hon'ble the Agent to the Governor-General, Punjab States.
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 - (e) The Member or Minister in whose portfolio the Aitchison College is included.
 - (f) The Hon'ble Minister for Education.
 - (g) The Director of Public Instruction, Punjab.
 - (h) Two members nominated by His Excellency the Governor, who are not officials, provided that no Old Boy shall be nominated who has a son attending a school other than the Aitchison College unless the son is ineligible for admission to the College.
2. The Committee of Management shall be constituted as follows :—
- (a) The Member or Minister in whose portfolio the Aitchison College is included.
 - (b) Two Ruling Princes nominated by His Excellency the Governor.
 - (c) Two Old Boys nominated by His Excellency the Governor.
 - (d) The Director of Public Instruction, Punjab.
 - (e) The Hon'ble the Agent to the Governor General, Punjab States.
 - (f) Two nominees of His Excellency the Governor.

NOTE.

- (i) The Chairman shall be nominated by His Excellency the Governor.
- (ii) The Committee shall consist entirely of members of the Council.
- (iii) A Ruling Prince appointed to the Committee shall be entitled to attend either in person or by a representative duly appointed by him.

The following is the present personnel of these bodies under the new rules :—

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His Excellency the Viceroys.

II. Patrons :

- (a) His Highness the Maharaja of Patiala.
- (b) His Highness the Nawab of Bahawalpur.
- (c) His Highness the Maharaja of Kapurthala.
- (d) His Highness the Raja of Mandi.
- (e) His Highness the Nawab of Malerkotla.
- (f) His Highness the Raja of Faridkot.
- (g) His Highness the Raja of Suket.

III. Council :

- (a) His Excellency the Governor of the Punjab.
- (b) His Highness the Maharajah of Patiala.
- (c) His Highness the Nawab of Bahawalpur.
- (d) His Highness the Raja of Mandi.
- (e) His Highness the Raja of Faridkot.
- (f) His Highness the Maharaja of Sirmur.
- (g) The Hon'ble the Agent to the Governor-General, Punjab States.
- (h) Captain Malik Khizar Hayat Khan Tiwana, O.B.E., Kalra, Shahpur District.
- (i) Major Sardar Mohammad Nawaz Khan of Kot Fateh Khan, Attock District.
- (j) Sardar Santokh Singh of Shakote, Jullundur City.
- (k) The Hon'ble Lieutenant Sardar Buta Singh of Amritsar.
- (l) Lala Roop Chand, 1, Egerton Road, Lahore.
- (m) Captain Sh. Ashiq Hussain, Multan.
- (n) The Hon'ble the Finance Member.
- (o) The Hon'ble Minister for Education.
- (p) The Director of Public Instruction, Punjab.
- (q) Diwan Bahadur Raja Narendra Nath.
- (r) Nawab Shah Nawaz Khan of Mamdot.
- (s) Principal, Aitchison College, Lahore.

IV. Committee of Management :

- (a) The Hon'ble the Finance Member.
- (b) His Highness the Maharaja of Patiala.
- (c) His Highness the Nawab of Bahawalpur.
- (d) Captain Malik Khizar Hayat Khan Tiwana, O.B.E.
- (e) The Hon'ble Lieutenant S. Buta Singh of Amritsar.
- (f) The Director of Public Instruction, Punjab.
- (g) The Hon'ble the Agent to the Governor General, Punjab States.
- (h) Diwan Bahadur Raja Narendra Nath of Lahore.
- (i) Nawab Shah Nawaz Khan of Mamdot.
- (j) Principal, Aitchison College, Lahore.

RAJKUMAR COLLEGE, RAIPUR.

The college was inspected on January the 25th-27th, 1937. Colonel R. G. Hinde of the Political Department was associated with me in the inspection. I am grateful to Mr. Smith Pearse, the Principal, for the careful preparation of the many points on which I desired information.

Enrolment.—At present there are 59 boys on the roll—an increase of nine over the figure at the time of the last inspection. The paucity of numbers is to me the weakness of the school—not on account of the potential loss of fee income but because a school of 59 boys cannot provide opportunities of developing those qualities of leadership, responsibility, corporate spirit and unselfishness which we all desire to see. Out of 59 boys, 32 are in the four lowest classes. These classes might be regarded as the primary or lower school. Though there are two boys of 15 and four of 16 years of age in the fifth class yet I feel that these are somewhat exceptional cases which will tend to disappear if the standard of instruction remains as high as at present and parents can be induced to seek admission for their children to the lowest class.

I am pleased to note that the Managing Body appreciate the need of increasing the enrolment and in 1933 accepted in principle the liberalisation of the conditions for admission. This year as a result, three non-kumars were admitted. Perhaps this example will be increasingly followed, as the Indian parent need not feel either that academic attainment is low or that extravagance is encouraged. Perhaps Bengal could be "tapped" if the liberalisation of conditions of admission were broadcast and for this purpose I suggest the wide circulation of an illustrated prospectus. The existing class-rooms and staff are sufficient for twice the present number of boys. Only additional hostel accommodation would be required. My predecessor also suggested as a means of increasing enrolment, the reduction of fees and the extension of the scope of the college. I do not see how fees and expenditure can be much further reduced as the present fee of Rs. 100 a month is inclusive of tuition, board and lodging, games, clothes, books, indeed everything except riding. Private servants are discouraged and extravagance frowned upon. The college is affiliated to the Nagpur University for the Intermediate Arts and Science and one boy is taking up the higher course, with the probability of more next year. With an increase of numbers and demand, other 'higher' courses (e.g., an Army Class) would be considered.

I have emphasised this question of enrolment, because I feel that the school with greater numbers could be so much more successful in its influence not only on the surrounding Indian States but also on the life of the contiguous provinces as the welfare, development and prosperity of the one are so closely connected with that of the other.

Finance.—It is pleasant to note that the college is not financially embarrassed. The annual income from endowment and fees is practically equivalent to the recurring expenditure. The budget shows an anticipated surplus. This has been the case for some years. The endowment fund of the college amounts to Rs. 17,72,768-7-11 invested as under :—

	Rs.	a.	p.
Investment in Government Securities, Debentures and shares	8,78,178	8	5
Loans to Courts of Wards, etc.	8,94,589	15	6

The valuation of the college property has been assessed at Rs. 5,07,665-10-3.

There is also a reserve fund of approximately one lakh of rupees, which is added to each year.

The receipts for the current year (1936-37) are estimated at Rs. 1,47,670, the main sources of income being :—

	Rs.
Interest on investments and Loans	96,920
Schooling fees and subscriptions	30,500
Government of India grant	8,500

while the main items of expenditure are as under :—

				Rs.
Salary of European staff	..	..	..	37,800
Salary of Indian staff	..	..	..	57,500
College contribution to Provident Fund	..	..	..	4,870
Pay of ground and menial staff	..	..	..	8,350
Audit contribution	..	..	..	1,100

The figures of receipts and expenditure for the last five years are given below :—

Year.	Receipts.			Expenditure.			Surplus or deficit.			
		Rs.	a. p.		Rs.	a. p.		Rs.	a. p.	
1931-32	..	1,29,011	13	10	1,25,524	2	7	-3,520	13	3
1932-33	..	1,33,499	13	8	1,32,411	0	4	+1,088	13	4
1933-34	..	1,23,328	2	7	1,21,412	10	5	+1,915	8	2
1934-35	..	1,31,386	8	3	1,38,618	15	0	-1,232	6	9
1935-36	..	1,49,231	5	4	1,47,817	13	7	-1,416	7	9

The expenditure for the last two years includes a sum of Rs. 10,000 each year transferred to the Reserve Fund. I do not share my predecessor's anxiety that the addition of inter-science or inter-arts classes would need additional staff or much additional equipment. When the first year F.A. class consisting of one boy was constituted, an additional teacher was appointed. He should be able to take this boy in his second year and also the three boys who are expected to join the new first year class : for all will be reading the subjects (English, Economics, Civics and Geography or History). The 'school' staff could assist in the teaching of English History and Geography. The success in the F.A. examination will increase the reputation of the college and as a result suitable boys from the new categories, now eligible for admission, will probably be attracted to the college. Nor do I share his apprehension about the cost. The accommodation both for arts and science is sufficient. A little extra equipment in science will, however, be necessary.

Organisation and curriculum.—I am pleased to note that all boys take Mathematics in the Diploma Examination, whilst Sanskrit or Drawing can be offered as alternative to Science. The Principal is of opinion that a new subject "agricultural science" is necessary. I agree that the present science syllabus is out of date and I trust action will be taken to bring it more into accordance with modern opinion. In the four lowest classes where the medium of instruction is Hindi, teaching is handicapped by the language difficulty, for though Oriya and Hindi are predominant yet there are two boys whose vernacular is Bengali.

A creditable feature is the attention given to other aspects of work which are so important in the education of a boy though they are not subjects for the diploma examination. In the lower classes nature study gradually leading to a more systematic study of science, and drawing with emphasis on expression and not formality are taught. Woodwork is also taken but I believe the results and the training will be more valuable when this work is done in the school instead of in the Government Industrial School, as at present. Games receive attention but the paucity of members is a great handicap to obtaining the full value of that training which games can give. In addition, such societies as the co-operative store the photo and literary clubs afford opportunities for boys of special tastes to satisfy and develop their interests. I had the pleasure of witnessing the school sports and was agreeably surprised at the keenness and zest shown by the boys.

Teaching.—The class-room work throughout is good and I have little criticism. Minor points of method and class-room procedure were discussed with different teachers. I shall follow with interest the experiment of introducing the Project Method in the lowest classes. I should like to see the reintroduction of the Dalton Plan, not throughout at first, but, as a beginning, in science. On account of the varying academic attainments and capacity of the boys in a class, emphasis in teaching should not be laid on the class as a unit but on the individual child.

Hence I feel that a system by which each boy can progress at his own rate might be tried. I suggest that at one of the "discussion" meetings of the staff—an admirable feature of the school—might be discussed the problem of the backward boy and the desirability of making the child and not the class, the unit of instruction. The "age spread" is in Class II from 13 to 19, in Class IV from 12—17, and in Class V from 10—16. It can readily be understood what problems in teaching procedure face the member of the staff. Not only is the excellent class-room teaching handicapped on account of the different attainments and disparity in ages of the boys in a class; an even greater handicap is the admission of boys at a late age. At present I see no practicable remedy but perhaps as time passes parents may appreciate the desirability of seeking admission for their boys to the lowest class.

I agree entirely with the suggestion of my predecessor that the experiment of appointing a trained lady teacher to take charge of the lowest class might be tried. Good as the present teachers are, I believe a woman would be even more successful.

An interesting experiment is the proposal to appoint a music master for Indian vocal and instrumental music, whilst the forthcoming appointment of a matron to exercise general supervision of the dietary, hostels and sick room will, I believe, prove a wise measure.

I suggest the following points for consideration:—

1. The need for "creative" work and "self-expression" in hand-work, drawing and other activities.
2. The prevention rather than correction of errors in written English. (The problem of correction is in this college not so pressing because the classes are small).
3. The value of "illustrating" written work.
4. The function of "illustration" in science note-books (diagrams as against "artistic" drawing).
5. The reader as the centre of English studies in the four lowest classes.
6. The value of class libraries in the lowest classes.
7. The need for making automatic, the mechanical arithmetical processes (e.g., addition and subtraction) and the need of "drill".

All the above were suggested by my inspection of the teaching work which is well planned, thorough and commendable.

Fees.—There has been no change in the scale of fees which are much the same as those of the Aitchison College, Lahore, and the Doon School, Dehra Doon, for those boys who have no private servant and who join a mess. Private servants and messing apart are discouraged and rightly so—though I appreciate that the attainment of common messing and the abolition of the private servant is not immediately practicable.

Buildings. Needs.—The college is in the fortunate position of having an excellent estate, spacious buildings, an efficient staff and a wise Principal. The water supply is not entirely satisfactory but the erection of a cistern to be filled by oil power from the well will help. It may be necessary at a later date to sink an additional well on another part of the estate and be independent of the municipal supply which I am told exists—though I saw no signs. The present hall is small and not too well-lighted, whilst with increase of numbers to 120, an additional hostel would be necessary. Then the construction of a suitable hall could be considered. A hall would enable the present dining rooms to be used as bedrooms and thus extend hostel accommodation and will also help to bring nearer the day when common messing can be made universal. An open air bath though not a necessity would add not only to the amenities but to the value of the training, whilst the introduction of a scheme in agricultural science would imply an extension of the area of the present farm.

Conclusion.—The school is doing excellent work, the training is of a high standard, the tone is good, the boys are generally alert and interested, the staff refreshingly keen. The education is "many sided" and facilities exist in one way or another to give this many-sided education with all that this term implies. Would that the numbers were twice as many! Under the wise guidance and stimulus of Mr. Smith Pearse, whose energy is astounding, there is little likelihood of reaction or stagnation.

J. E. PARKINSON,

Educational Commissioner

with the Government of India.

CAMP RAIPUR,

The 27th January 1937.

Mr. J. E. Parkinson, Educational Commissioner with the Government of India, inspected the Rajkumar College at Raipur from the 25th to the 27th January and, I was instructed to associate myself with him for the purpose of reporting whether the College is fulfilling its primary function of providing a suitable education for future Rulers of States and Zamindars.

The Educational Commissioner deals particularly in his report with the technical side and it would appear from what he says that the paucity in numbers which he deplores is in no way due to any shortcomings as regards teaching or organisation. Indeed he pays a high tribute to the Principal and staff for their work, a tribute which I endorse personally. Finance also is on a sound footing in this handsomely endowed institution: Buildings and grounds are adequate and the College is deservedly popular among the Ruling Chiefs and Zamindars of the Eastern States Agency. It is indeed a matter for regret therefore that numbers are as low as 59. The Principal himself considers the number at which the College could function most successfully would be 120 and in this estimate he is supported by the Educational Commissioner. I agree that it is most important to the Rulers in this Agency that the College should be in a position to give of its best and this question of the numbers has therefore a very close bearing on the point on which I am asked to report.

In pursuance of a resolution passed in the College Council in 1933 a start has been made with the policy of admitting a maximum of ten boys from outside the classes for which the College was originally intended and it is hoped that this will assist in maintaining numbers at a more economic level and thereby increase the efficiency of the training given to all pupils which at present is handicapped in innumerable ways by the paucity of numbers. It is argued that so far from being a disadvantage to the tone of the College this innovation will operate to break down any undesirable class privilege and thus by introducing an element common to public schools in England leaven the whole and incidentally disarm critics who have in the past decried the education provided as snobbish and unsuited to these democratic times. It is pointed out that the Rulers themselves have voted in favour of throwing open the doors to suitable boys of the professional and other classes and that they would not, therefore, on this account boycott the College and send their sons elsewhere. The claim by the authors of this policy is that the College will not, owing to it, lose any boys from the States but will gain sufficient to compensate for the falling numbers of available boys of the ruling and zamindar classes. Recently 120 has been accepted as a figure to aim at and if the experiment above noted is deemed to be successful I presume pressure will be brought to increase the numbers of non-kumars sufficiently to enable this goal to be reached.

I must confess to misgivings as to the intrinsic worth of this policy. I agree that a slight sprinkling of non-kumars is not likely to upset seriously the feeling of the families from whom the College is designed to draw its boys but I do not think it should be pursued further or be looked on *per se* as providing a reservoir from which numbers can be freely recruited to the desired figure. In my opinion, however, the Rulers may have expressed themselves at the meeting at which sanction to pursue this policy was granted, they will in due course for

one excellent reason or another despatch their boys to Colleges where such innovations are not contemplated and as soon as this process begins the College will then cease to fulfil the function for which it was intended and endowed. Our efforts should rather be directed at widening the field of recruitment within or nearly within the classes hitherto catered for.

So far as the Chhattisgarh States and Zamindars are concerned I believe practically all possible boys are being recruited : the Orissa States though greater in number provide fewer boys. This is probably due to two causes, distance and the fear that the cherished Oriya culture will suffer. The Bengal States which have newly come into the Eastern States Agency have not been touched and the Bengal Zamindars of whom there are, I believe, many have only been tentatively approached. The Chota-Nagpur plateau has provided boys in the past but poor communications have militated against boys joining from the rest of Bihar. The eastern portion of the United Provinces is by no means outside the possible sphere of an institution so centrally situated as this one while the Vizagapatam branch railway should facilitate connection with Jeypore and the Ganjam Zamindars. I am reluctant to believe therefore that all possible sources within the desired classes have been fully exploited and I maintain that the present shortage of boys is curable without resort to development of the measures contemplated. It is true that the increase in the number of vernaculars will present difficulties but these should not be insuperable and means can surely be devised whereby they can be surmounted.

Again with the disappearance of provincial groups of States and the advent of an All-India Federation I believe the reluctance hitherto shown by parents to permit their sons to attend a college far from home will tend to decrease and I therefore see no reason why recruitment should not be over a wider area.

I suggest that the Principal and his Vice-Principal undertake tours to suitable centres at convenient times with an idea of getting into personal touch with men of influence and parents over this wide area : I believe this would show better results than the mere scattering of a prospectus far and wide.

If as a result of measures of an intensive nature it is proved that the classes catered for are unable or unwilling to provide enough boys to permit the College to function satisfactorily then I suggest that the statutes be changed and the institution become in due course an ordinary public school.

I have great hopes however that this course will not become necessary particularly as an Intermediate Class has now been started and it is possible for boys to take the first two years of their B.A. studies at the College. I would like to see in addition to this special efforts made to persuade younger sons of the nobility and gentry to adopt careers in the Army, Police, Forests and other Federal and Provincial Government services. The new India will need them and it is but their right to be fitted for the service of their country.

It is gratifying to see that individual messing with all its disadvantages of hordes of private servants is fast disappearing and I hope that efforts to abolish it entirely will not be allowed to flag.

Great attention is paid to games, sport and recreations at the College and rightly so ; skilled instruction in these is, in my opinion, a most important factor in a boy's training.

I have been favourably impressed by the staff and admire the energy of Messrs. Smith-Pearse and Forbes but if more boys are forthcoming it will be necessary to appoint another European master. Fortunately the finances will be able to bear this burden without much difficulty.

R. G. HINDE, Lt.-Colonel, I. A.,
Political Agent, Chhattisgarh States.

The Daly College.

We visited the college on February 23rd and 24th which was a half holiday. As the time available was so short, our inspection (which was concerned only with School Organization and Teaching) was not, perhaps, as thorough as we should have wished. We had an opportunity, however, of discussing matters with the Principal on February 22nd which was a holiday. On the other hand the conditions were the same as at the last inspection and the careful attention paid by both Principal and staff to the suggestions then made has very considerably lightened our task. We are also grateful for the careful preparation of statistics about the college.

Daily Routine.

Rising Time	..	..	..	..	6-15 A.M.
Roll Call	..	..	..	..	7-10 A.M.
Morning Exercise	..	..	..	..	7-15 to 7-45 A.M.
Bath, Puja, etc.	..	..	..	..	7-45 to 8-30 A.M.
Studies	..	..	..	..	8-30 to 9-30 A.M.
Breakfast	..	..	..	..	9-30 to 10-15 A.M.
Prayers (in Hall)	..	..	..	..	10-20 A.M.

Morning School.

Mondays	..	10-30 A.M. to 11-50 A.M.
Tuesdays	..	12-5 P.M. to 1-25 P.M.
Thursdays	..	Afternoon School.

.. 2-10 to 4-10 P.M.

Wednesdays

Fridays

Saturdays

} Half holidays on Wednesdays
and Saturdays.

Evening games	..	..	..	..	5-15 to 6-15 P.M.
Temple	..	..	..	..	6-35 to 6-55 P.M.
Studies	..	..	..	..	7-P.M. to 8 P.M.
Dinner	..	..	..	..	8 P.M. to 9 P.M.

From the above it will be seen that the time of the Kumars is fully occupied. Indeed one might be inclined to criticize it on the grounds that the pupils have so little time to themselves and that too much time is given to games. The general health of the boys, however, seemed to us to be excellent—in itself a justification of the attention paid to outdoor exercise. Little time is available for hobbies; the younger boys do gardening as part of their class work and a few boys have taken up photography. In one class they are taught how to develop their own films.

Attendance.—The average percentage of attendance during the last three months was over 92 per cent. which is quite satisfactory. In one class it rose to 99 per cent. One factor, especially at this time of the year, which adversely affects the attendance is that parents and guardians take their wards from school, often for a week or more at a time, to attend marriage ceremonies. This, in our opinion, is very undesirable and as the Principal for obvious reasons finds it very difficult to refuse the request of guardians for the absence of their wards, it is for the guardians themselves to realize that it is not conducive to the best interest of their wards to take them away from school while work is going on.

Number and ages of pupils in each class.

Class.	Number of Kumars.	Ages.	Extreme ages.	Average ages.
Inter ..	9	21, 21, 20, 19, 19, 18, 18, 16, 16 ..	16—21	18·79
I ..	4	17, 17, 17, 16 ..	..	16—17
II ..	7	19, 18, 18, 17, 16, 16, 15 ..	..	15—19
III ..	8	19, 18, 17, 17, 16, 15, 15, 14 ..	..	14—19
IV ..	7	17, 17, 16, 16, 16, 15, 15 ..	..	15—17
V ..	9	16, 15, 14, 14, 13, 12, 12, 12, 12 ..	12—16	13·58
VI ..	12	14, 14, 13, 12, 12, 12, 12, 11, 11, 11, 10.	10—14	12·01
VII ..	14	16, 15, 15, 15, 12, 12, 12, 12, 11, 11, 10, 9, 8.	8—16	12·01
VIII ..	8	12, 11, 11, 10, 9, 9, 9, 8 ..	..	7—11
IX ..	11	14, 11, 10, 10, 9, 9, 8, 8, 8, 7 ..	..	7—14
Total ..	<u>89</u>			

Percentage of each class promoted last year.

Class I ..	..	..	..	..	..	..	84·62
„ II ..	..	..	..	..	..	..	Cent. per cent.
„ III ..	..	..	..	..	..	..	Cent. per cent.
„ IV ..	..	..	..	..	..	..	Cent. per cent.
„ V ..	..	..	..	..	..	..	90·91
„ VI ..	..	..	..	..	..	..	Cent. per cent.
„ VII ..	..	..	..	..	..	..	85·71
„ VIII ..	..	..	..	..	..	..	Cent. per cent.
„ IX ..	..	..	..	..	..	..	80

The percentage of promotions is much higher than one finds in Indian Schools but may reasonably be regarded as a tribute to the quality of the instruction given in view of the excellent results obtained at the end of the Course.

Results of Diploma or Final Examination during the last 5 years.

Examination.	Number of candidates appeared.	Number of candidates passed.	Subjects in which candidates failed.
High School Examination of the Ajmer Board, 1934.	4	2	2
			1 in Hist. and Science. 1 in Hist. and Hindi.
Chiefs' Colleges Diploma Examina- tion 1935.	8	8	<i>Nil.</i>
Chiefs' Colleges Diploma Examina- tion 1936.	12	11	3 in Arithmetic & 1 in Science.

(Six of the first nine candidates who passed were from the Daly College).

These results are very satisfactory.

The organization of work is satisfactory though it is a pity that the Principal, after due consideration, found it impossible especially in the lower classes, always to have a single master in charge of a particular subject in each class. Each subject is in charge of a master. In order to keep in touch with the teaching in each class the master in charge of a subject might with advantage take each class, apart from his own, if it can be conveniently arranged. Correction work throughout

the school is well done and properly supervised by the Principal but we are inclined to think that the pupils are still not doing enough for themselves. The system of Weekly Examinations is well-organised and helps to ensure that steady work is being continued throughout the year. In the class-room itself it is desirable to place the weaker boys in front and to distribute questions as much as possible.

The arrangements made for out-of-school preparation work well. The maximum time allotted is about $2\frac{1}{2}$ hours for the two top classes and the minimum $1\frac{1}{2}$ at the bottom of the school.

Syllabi for the revision subjects have been carefully prepared. These should be every year re-examined and, if necessary, altered in light of experience gained.

The Teaching of English is on the right lines. The desirability of having more detailed syllabi in English and the methods by which these should be prepared were explained to the masters concerned. In the lower classes much of the dramatisation was good and was obviously enjoyed by the Kumars. When oral conversation is being taken in their classes the pupils themselves should be encouraged to ask questions. In the upper classes more written work in précis and unseen would be valuable and the Kumars might occasionally be allowed to choose their own subjects for essay writing. Practice in writing telegrams (and expanding them) and dialogues are also useful. In these classes each boy should have either a concise Oxford Dictionary or the Pocket Oxford. Dr. West's dictionary (*The New Method English Dictionary—Longmans*), too, is very up-to-date and the explanations are given in a vocabulary which comprises less than 1,500 words.

The writing of diaries in the six lower classes is a good idea. Perhaps it might be possible to incorporate in them a very short summary of the books the boys read. On the whole pronunciation was good and there was some improvement in the reading.

The Teaching of Geography was on the whole, quite satisfactory but more use of the comparative method is desirable. In every class boys should be conversant with local data. Map work was throughout good though rather more time than is necessary is spent on it. All those teaching the subject should study the Memorandum on the Teaching of Geography (*George Philip & Son*).

Work in vernacular was very fair; in many of the classes the written work was quite good—perhaps in Urdu rather more of this might be done. Reading showed improvement.

As for History the Kumars had been well taught and had a good grasp of the important points. The English Course, however, is far too long and has to be covered in two years. There is nothing pedagogically unsound, in beginning say with Henry VII or even later. All should be conversant with the most important dates in English and Indian History. More might be made of the correlation of History and Geography and the reading of historical fiction.

The teaching of general knowledge is well done and the classes were thoroughly interested in what they were doing. Interest is still further stimulated if they are encouraged to suggest topics for discussion and explanation.

Nature Study is taught up to class V and three periods a week are allotted to the subject. In the next two higher classes the subject is continued as agriculture with a period a week in each class. The Nature Study class room is kept clean and in good order. There is a museum which is a constant source of employment, interest and instruction to those whom it is intended to benefit. The teaching is conducted on observational lines and valuable experimental work is being done in the school garden. Records of work done were neat, but more might possibly be done in the way of illustrations as a means of developing the boys' powers of observation. The object of the work in classes III and IV is to interest the boys in agriculture particularly in the possibilities of improvement of crops by modern scientific methods. For this purpose about twenty acres of land have been put under cultivation and the boys are given instruction and take part in all sides of farm work. We consider that the experimental work done on the farm is a valuable part of the training which the boys are receiving and trust

that it will continue to be so. We were pleased to find that the local Research Institute encourages the work by advice when needed and by allowing the students to visit the institute and to observe new processes when in operation.

The formal teaching of Science starts in class IV with lessons on measurements. This introduction to Science is hardly the happiest one if the teacher hopes to keep alive the freshness and interest of his pupils. The first introduction could be made more interesting by giving the boys work with the test tube and balance etc. The most important thing for a science teacher to keep in mind is that his pupil's interest and enthusiasm in the subject are kept fresh throughout the course. We suggest that experiments on measurement might be included in the mathematics course of class IV. It would make the arithmetic lesson more interesting and real. The boys talked sensibly enough on the portions that they had studied but very little attention has been given to the practical applications of scientific principles. One of the lessons observed consisted of reading and discussing experiments described in the text book. This is not the best method of approach and should not be overdone. To stimulate interest in the subject more might possibly be done in the way of demonstrations and interesting experiments on topics not necessarily in the syllabus. The teacher will find the following books useful :—

1. The Science of Every day Life by E. V. Buskirk, E. L. Smith and W. L. Nourse (Constable) Rs. 6-6.
2. Modern Science series for Junior High Schools. Book III Our Environment by Wood and Carpenter (Allyn and Bacon, New York) Rs. 6-6.

Record of experiments had been neatly written up and regularly inspected by the staff. Whenever possible the apparatus used should be sketched. All that is required is a simple line diagram—pictures should not be attempted. Sheets of paper on which experiments have been worked such as verifying the laws of reflection should be pasted in the practical notebook as part of the record. Some of the boys were a little slow in practical work ; they should learn to work faster with-out loss of accuracy.

As suggested at the time of the last inspection, the number of teachers in charge of the work has been reduced to two, and a chart of experiments performed by boys hung in the laboratory. This has proved to be most helpful.

The accommodation and equipment are adequate. The rooms and apparatus are kept in very good order. There is an epidiascope which is put to good use. The school possesses a cinema projector but of a type for which it is difficult to obtain films. We would like to see a work bench fitted with tools in the laboratory, so that boys interested in making models and pieces of scientific apparatus could do so. There are many things connected with the science lessons which can be made by boys with simple tools and a small amount of wood and metal. By this means a study of science as a hobby and as a useful and pleasant recreation for leisure time may be developed.

For Mathematics the school is divided into nine divisions and boys are graded according to their abilities. This enables special attention being given to weak boys. The value of oral work in Mathematics is fully appreciated and is conducted generally on suitable lines. It was noticed that in some classes there was a tendency to make too great a use of the margin for simple calculation that could and should have been done mentally. All written work was neat but some boys were rather slow. The boys should be trained to do their sums not only neatly but quickly consistent with accuracy.

A high standard of neatness is maintained throughout the college in all written work.

Boarding House.—Boys should be encouraged to decorate their rooms and to make them pleasing and comfortable. This we consider is an important part of their training. We did not notice any provision for indoor games.

Library.—Since the beginning of July the Kumars have taken out 204 English books and 210 Hindi—an average of nearly five books per kumar. In addition over 9 books, on an average, were taken out by each pupil from the class

library. The annual allotments amount to 400 for the Intermediate class, 300 for the school library, and Rs. 400 for periodical. An open shelf reference library would be an advantage.

Staff.—Of the Indian staff 8 are untrained and 3 are trained. It was a pleasure to see the interest all take in their work and the loyal co-operation which they show in all that concerns the college.

Out of school activities.—Games are compulsory for all, and regular and properly supervised exercise is taken twice a day. There are two gymnasium instructors and physical training is in charge of an N. C. O. from the Bhil Corps. The Kumars are instructed in riding. There is also a miniature range.

It is always a pleasure to visit this institution where the tone and discipline are of a high standard and all are working together so cheerfully for the greater good of the place. One can but hope that the financial difficulties with which it is at present confronted will be ultimately surmounted.

F. K. CLARK,

Principal, Spence Training College, Jubbulpore.

W. G. P. WALL,

Principal, Government Training College, Allahabad.

Note.—Owing to an oversight no Political Officer was detailed to be associated with the inspection.

MAYO COLLEGE, AJMER.

We inspected this college on February 25, 26 and 27, which was a half holiday.

We were concerned chiefly with the organization and teaching work done in the school section of the institution. We visited also, however, the Intermediate Classes which have been recently recognised by the Board of High School and Intermediate Education for Rajputana, Central India and Gwalior. The College is also affiliated to the Agra University for the B. A. degree. Lieut-Colonel G. L. Betham, C.I.E., M.C., in his capacity as political officer, was associated with the inspection. We would like to express our thanks to Mr. V. A. S. Stow, C.I.E., the Principal and the staff for the willing help given to us during our visit.

Buildings.—It is a pleasure to go over the extensive grounds of the college which have been well laid out and are beautifully kept. The class rooms are well furnished and suitable in size for present numbers. A pleasing feature we noted was the number of good pictures about the place. Throughout there is an atmosphere of good taste which must make a lasting impression on all the students.

Enrolment.—Enrolment and range of ages in the different classes :—

	Class.		Enrolment.	Range of Age.	Average Age.
<i>College Section.</i>					
4th year	8 17·0—23·0 20·75
3rd „	5 17·0—23·0 21·00
2nd „	3 18·0—22·0 19·57
1st „	6 15·5—21·5 18·67
<i>School Section.</i>					
Diploma Class A	7 14·5—18·5 16·71
Diploma Class B	9 15·3—21·0 18·37
Class II	15 14·0—19·5 16·80
Class III	14 13·3—21·5 16·21
Class IV	17 11·8—19·0 15·31
Class V	16 11·0—17·5 13·75
Class VI A	10 11·0—14·5 12·40
Class VI B	14 9·8—17·0 13·21
Class VII A	9 10·0—14·2 11·78
Class VII B	15 8·0—19·2 11·67
Class VIII A	4 9·0—10·6 9·75
Class VIII B	7 7·1—11·1 8·60
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Percentage of attendance during the last three months :—

November.	December.	January.
96·4	98·3	88·3

Percentage of each class promoted last year:

II Class	..	..	..	..	..	86·6 p. c. (+2 on probation).
III Class	..	..	..	..	..	94·4 „
IV Class	..	..	..	..	..	100 „
V Class	..	..	..	..	..	76·47 „ (+2 on probation).
VI Class	..	..	..	..	..	68·4 „
VII Class	..	..	..	..	..	64·28 „ (+4 on probation).
VIII Class	..	..	..	..	..	100 „
IX Class	..	..	..	..	..	50 „ (+2 on probation).

We are inclined to think that the number of promotions is too high in some classes. In many of the best Indian High Schools it does not rise above 75%. The system of promotion on probation is, as a rule, unsatisfactory. It should be possible, after full consideration of the pupil's work throughout the year, to come to a definite conclusion as to his fitness for a higher class.

Daily Routine.—School Section.—On whole school days the daily time table the hours of which vary accordingly to the season of the year, is as follows :—

Morning Parade	..	..	..	$\frac{1}{2}$ hour.
Bath and Sandhya	..	..	..	$\frac{3}{4}$ hour.
Morning Preparation	..	..	..	$\frac{1}{2}$ hour.
Breakfast	..	..	..	9-15—9-45 A.M.
Classes (40 minutes periods)	..	..	..	10-0—11-20 A.M.
Break	..	..	..	11-20—11-35 A.M.
Classes	..	..	..	11-35 A.M.—12-55 P.M.
Lunch interval	..	..	..	12-55—1-55 P.M.
Classes	..	..	..	1-55—3-55 P.M. (Diploma to IV inclusive).
Class V	..	..	..	1-55—3-15 P.M.
Class VI A & B	..	..	..	1-55—3-15 P.M. (on Mondays only). 1-55—2-35 P.M. (on Tuesdays, Thursdays and Fridays).
Class VII A&B	..	..	..	1-55—2-35 P.M. (on Mondays only). No afternoon classes on other days.
Class VIII A&B	..	..	..	1-55—2-35 P.M. (on Tuesdays only). No afternoon classes on other days.
Rest, Juniors	..	..	..	1 hour.
Afternoon Preparation (Juniors only)			..	1 hour.
Temple	..	..	..	$\frac{1}{2}$ hour.
Evening Games	..	..	..	1 hour.
Bath and Dinner	..	..	..	1 hour.
Evening Preparation (Senior Classes I to IV only)	..	..	..	1 to $1\frac{1}{2}$ hours.

Saturdays and alternate Wednesdays are half holidays. On alternate Wednesdays, fortnightly examinations are held in the afternoon.

On half holidays, except in the hot weather, cricket is played after lunch.

Bed	8-30 P.M. for Juniors. 9-30—10-0 P.M. for Seniors.
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Seniors can obtain special leave to sit up late to work.

On Sundays and holidays, games are voluntary but boys must be out in the open air in the morning and evening ; also on Thursday afternoon, games are voluntary but boys have to be out in the open.

On Sundays and holidays, there is a Temple service for 1 hour at 9-45 and social Intercourse periods in the main building—Seniors/Juniors 1 hour each.

There is no preparation on Saturday evenings and on evenings before holidays and entertainments are arranged on those evenings in the College. Boys not detained for bad work or conduct are allowed to go to the Cinema in the City.

Library.—The number of books taken out from the library (including those by the staff) was :—

1934-35	..	..	..	..	..	932
1935-36	..	..	..	..	..	1,720
1936-37	..	..	..	..	..	1,438 (up to 15th of February 1937).

The figure should be nearly 2,000 by the end of this school year. (The above figures do not include books issued from the various class libraries). It is gratifying to note that more books are being taken out. The boys, however, in the diploma classes seem to read practically nothing excepting their text-books. The librarian has introduced a form of notebook in which boys are supposed to write short analyses of the books they have read. This is an excellent idea but should be carried to its logical conclusion, i.e., these criticisms should be seen not only by the librarian but also by the masters teaching English and Vernacular. Attention is being paid to getting a good supply of books in Vernacular. These as well as those on various kinds of sports seem to be particularly popular. More children's books are also being added. There is a considerable number of books in the library which are never taken out by anybody. One hesitates, however, to suggest that they should be eliminated, as many of them are standard works.

A good start has been made with the Masters' library but no Issue Register is maintained. We were glad to learn that the Librarian had undergone a course of training.

Staff.—There are 25 members on the staff excluding the staff of the college department but including 5 honorary members. The increase in enrolment has necessitated the addition of two extra masters. Three members of the staff have been trained and one is undergoing training. Most of those who have not been trained have, however, good academical qualifications and experience.

Organization.—The school consists of eight classes, the lowest three being each divided into two sections, which form for all practical purposes separate classes. The bifurcation has been made so that these classes will not be too large and also to provide for the weaker boys. The B section is the lower of the two. A boy entering the school in the lowest class should ordinarily complete the course in eight or nine years. The work in the upper classes is in accordance with the requirements for the Diploma Examination. The subjects for which the boys are prepared for this examination are :—

English, which includes a paper in General Knowledge, Arithmetic, History, Geography, Science or a Classical Language, Advanced Mathematics or Law and Administration and a Vernacular.

Drawing is included in the scheme of studies up to class V, while one period a week is provided in the time table for classes up to class III for Special Activities as follows :—

III Class	..	..	Miniature Range, Fret Work, Scientific Experiments.
IV Class	..	..	Miniature Range, Carpentry, Motoring.
V Class	..	..	First Aid.
VI A & B	..	..	Fret Work, Carpentry, Gardening, Cycle Repairs.
VII A & B	..	..	Fret Work, Carpentry, Gardening, Cycle Repairs.
VIII A & B	..	..	Fret Work, Gardening.

As another car has just been presented to the college, it might be possible to continue the study of motoring in Class III as well.

We consider that very useful work is being done in these periods, but we feel that the value of the training would be enhanced if more guidance and incidental instruction could be given. The boys in the carpentry class should, for instance, know the names of the tools and the wood they use.

Much has been done to carry out the suggestions made at the inspection two years ago, especially useful being the Progress Report books and Meetings of the staff. The periods have also been changed as suggested from six at 45 minutes to seven at 40 minutes. It will be a good thing if masters in charge of subjects could arrange to exchange class with other masters taking the subjects throughout the school. They would thus be better able to co-ordinate what is being done in the various classes. As regards the actual teaching, it was on the whole of a very fair standard but we noticed in some classes a tendency to lecture rather than to teach, and throughout the school too little use is being made of the blackboard. The duller boys should always be placed in front.

An adequate Preparation Scheme has been drawn up, the maximum time allotted being 2 hours in the higher classes and 1½ hours in the lower.

There is some improvement in the teaching of English but the new syllabus requires still further amplification and the way in which this can profitably be done has been discussed with the various masters teaching the subject. The Principal, by means of the progress report books, will be able to see that the work is being properly carried out. What is particularly wanted is regular drill in such matters as common errors, conditional sentences and the like. In some classes we were inclined to think that too much time had to be spent on boys who were not really fit for the class they were in. In the upper classes a phrase book, written by one of the staff, was being used but this should be done with the greatest care. Where there is so much ground to cover, it is doubtful whether the time spent on going straight through this book is worth while. At this stage what the pupils meet with in their text books should be sufficient. We are not sure that it is necessary, especially in the higher classes, to spend so much time on dictation. The value of this exercise is not primarily a test of spelling but is "a test of the pupils' progress in hearing the spoken language". Spelling is better dealt with by some form of drill, special care being taken to group together similar and contrasted words. Before giving a dictation exercise it is advisable to let the boys study the difficult words beforehand so as to get a clear image of the words. We were glad to see that script writing has been introduced; this should, in time, bring about a distinct improvement in neatness and hand-writing. Meanwhile care should be taken to see that the smaller boys are not using unsuitable nibs, as many are at present. Spoken English is good but in reading many boys read in a somewhat unnatural and stilted way. Special care should be taken to see that emphasis is rightly placed. In the lower classes during conversation answers should be in complete sentences and boys should be encouraged to question one another. Some good work has been done in the way of dramatization; we should like to see this extended to some of the upper classes. In the Diploma Class more précis and unseen work would undoubtedly lead to a better comprehension of the written word. Composition in some classes was weak; some of the exercises inspected were rather feeble in ideas. We think that not sufficient is being done in preparation for such written exercises. The drawing up of outlines by the cooperative efforts of the class should not be dropped too soon. Boys should make better preparation by searching in books to be suggested by the teacher, if necessary, for information on the subject on which they have to write. Many teachers have found the following books useful:—

"English Composition" by A. Turnbull (W. R. Chambers).

"Thought in English Prose" by A. J. Cole (Heinemann).

Work in Geography requires little comment as the teaching was good throughout. The boys were interested in what they were doing and could answer intelligently most of the questions put to them. Map work was adequate and as a rule confined to essentials but there was a tendency in some classes to spend too much time on this. Sketch maps only are wanted. The open-air map which has been again improved is an excellent feature and was well understood by the boys using it. We would suggest that the Memorandum on the Teaching Geography (George Phillip & Son) should be purchased for teachers' use as it covers the whole ground in the most up-to-date way.

Instruction in Sanskrit was being carried out on somewhat old-fashioned lines but the boys had made good progress. More written composition work should be done and there should be regular drill in Grammar. The teaching in Vernacular showed a distinct improvement. More interesting subjects might, in the higher classes, be chosen for essay work.

Teaching in History was also on the right lines. In this subject constant revision is necessary; it is also desirable for the boys to know the most important dates. As we have remarked in connexion with the Daly College, the English History Course is far too long and there is nothing pedagogically sound in beginning with Henry the VII or even later. As it is, there is far too much ground to be covered in the time available. If a new syllabus is to be prepared, it may be well to indicate in it in some detail those aspects of English History which will be subjects for examination. The possibility of giving more time for written exercises in History and Geography might be examined. Both subjects afford ample scope for narrative writing and

logical reasoning. Their educational value is not fully utilised if these are neglected. Such exercises help to crystallise knowledge gained by oral instruction. It is also a help in training boys in written expression. The teachers of History and Geography will find the V. I. S. Filmslide Projector useful.

Filmslides are lantern slides printed on 35 m.m. film strip. The cost is low, about 1 d. per picture. Price List and Catalogue may be obtained from The Visual Information Service, 168-a. Battersea Road, London, S. W. 11.

Nature Study used to be taught but it has now been left out of the scheme of work. Science is taken as an optional subject, alternative to Sanskrit or Persian, for the Diploma Examination. This means that a boy may leave the college without any knowledge of Science whatsoever, a subject which is now regarded as an integral part of the general education of boys. We suggest that the question of re-introducing Nature Study or rather a General Science course on broad humanistic lines should be considered. Such a course would also provide a foundation for the study of the specific sciences later. The boys had a fairly good grasp of the important points studied but their acquaintance with Science is too academic. We would like to see more attention being given to the study of the application of scientific principles met with in every day life. The study of Chemistry is confined to the second and fourth years of the course. We think it would be an advantage if the study of both Physics and Chemistry could be taken up together in each year and the exercises in measurements of lengths and area, etc., transferred to the Arithmetic lesson. The proposal to encourage boys to purchase scientific constructional outfits is an excellent one. Greater facilities might be provided for boys who obtain these outfits and others who wish to make models and pieces of scientific apparatus by converting the spare room adjoining the Staff Common Room into a physics laboratory and work shop. This will be necessary if science work is introduced in the lower class as suggested above as the present laboratory will hardly be sufficient. The joy of completing something which works or functions is very great and the teacher will have no difficulty in maintaining the boys' interest in work of this kind. Electricity lends itself admirably to this sort of thing. The existing laboratory will accommodate twelve boys comfortably though sixteen could, if necessary, work in the room. The equipment is sufficient for the present course and the numbers taking science. Records of experiments had been neatly written up and suitably illustrated with line diagrams. They had been carefully corrected. A chart showing experiments and dates on which they have been performed by the boys is maintained. The school possesses a full size cinema projector which is of little use as suitable films are not available. It might be sold and small portable up-to-date machine purchased.

The school, excluding the Dholera Class, is divided into ten sets for the purpose of Mathematics. The teaching of both Algebra and Geometry is started in Class V and continues as a compulsory subject up to Class III. Arithmetic is a weak subject. We feel that sufficient importance is not attached to this subject in the promotion examination. Oral work in mental calculations is done in each set but not, we think, perhaps sufficient. Good written work can only result from a good basis of mental automatism obtained by constant "mental drill". Some of the pupils seem to think that accuracy in calculation was quite a minor point if the "method" was right. It is necessary that every means should be employed to make mental calculation as accurate and as rapid as possible. An organized course of written tests against time, conducted regularly in each class throughout the year, might possibly effect an improvement. Speed in computation comes with practice and should be regarded as secondary to accuracy. Proportion seems to be taught throughout the course by the Unitary Method. It may be desirable to continue using this method for some time and the weakest pupils may perhaps keep to it but with the better pupils it should give place to the "Fractional Method". Ability to use this method confers such advantages that time is well spent in acquiring this ability.

General Knowledge is well done throughout.

Provision is made for the teaching of Drawing up to Class V. We think the syllabus in this subject could with advantage be revised. The course as now prescribed is such as can be done in the first few months of the year. A detailed

syllabus carefully thought out on definite principles and properly graded for each class is desirable. The course should as far as possible meet all three aspects of the subject, the expressional, the representational and the cultural. The teacher rightly uses the blackboard to show how his pupils should proceed in a lesson on object drawing, but it is the process and not the result which is to be imitated. In drawing from nature—models should not be used and the finished copy should be true in colour as far as possible as well as in form. We would like to see an attempt at appreciation being made by having the pupils' attention drawn from time to time to fine pictures and to the beauties of nature around them. If possible, the best of the boys might be introduced to outdoor work.

The teacher may find some useful suggestions in the following books:—

“Teaching Creative Art in Schools” by R. and A. Eccott (Evans Bros.).

“Teachers' Manual of Drawing” by Weston (Nelson).

“Studies in the Appreciation of Art” by Rolls and Heppenstall (Whicton and Co.). Teachers of English will find this book interesting.

Diploma Examination.

Results:—

Year.	Presented.	Passed.	Failed.	Subject in which failed.
1934	..	8	4	4 1 in English. 2 in History and Geography. 3 in Arithmetic. 1 in Science.
1935	..	15	10	5 1 in Vernacular (Bengali). 5 in Arithmetic. 2 in Sanskrit.
1936	..	11	8	3 3 in English. 5 in Arithmetic. 1 in Ad. Mathematics.

General.—The training which the College offers is conceived on broad and sensible lines with due attention to the many formative influences that can be brought to bear on the lives of the boys by a well developed and co-operate life. Every thing possible is done to stimulate healthy interests and the tone and discipline of the College are in consequence most satisfactory.

F. K. CLARK, *Principal,*
Spence Training College,
Jubbulpore.

W. G. P. WALL, *Principal,*
Government Training College,
Allahabad.

I was associated with Mr. F. K. Clark and Mr. W. G. P. Wall in their inspection of Mayo College on February 25th, 26th and 27th, 1937. Throughout the inspection our ways lay mostly apart for whereas theirs was an inspection of the teaching and organisation mine was of a less technical nature. My work was much facilitated by my personal knowledge of the members of the staff and of many of the boys during the last four years and by statistical and other information given me by Mr. V. A. S. Stow, C.I.E., M.A., V.D., the Principal.

Before breakfast on February 25th I went round the grounds where I saw some of the boys occupied at nets, at tennis and running. I understand that this is varied with riding and foot drill which occupy most of the boys. Specially selected boys are given coaching at games in the morning.

After breakfast I looked in at the library which is an attractive and nicely arranged room well equipped with reference books and educational as well as other literature. I then went over Ajmer House and the New Wing of Jodhpur House which was in process of being built at the time of inspection in 1936 but has since been completed. It provides accommodation for 10 boys. I then visited Jaipur

House where a progressive scheme of extension is about to be taken in hand beginning with a new wing for 10 boys in the immediate future. On my way back to lunch I saw the swimming bath. Thanks to a generous donation from His Highness the Maharaja of Rajpipla it has been possible to increase and, at the same time, improve the swimming bath. It is now delightful. The College has taken over some land, which was previously leased out in plots to farmers, and it is now being used for a riding school and for new playing fields. The space previously used for the riding school has now been converted into a grass cricket ground and two football grounds. Two hockey fields and a grass cricket ground, with a stand, have been added to the playing fields which existed this time last year. Mayo College is now the proud possessor of no less than three grass cricket grounds.

Since the time of our inspection, in 1936, when I was associated with Sir George Anderson the Educational Commissioner, a new Temple has been completed and consecrated. It has cost Rs. 26,000 and is both attractive and imposing. Situated, as it is, near the main building of Mayo College it fulfils a much required want as the old temple, which was outside the grounds, was in many ways unsuitable. Many Ruling Princes generously assisted with handsome donations towards the equipment and consecration of the Temple but I must make special mention of His Highness the Maharaja of Kishengarh, who, apart from giving the images and contributing handsomely in other respects, has taken a close and personal interest in all arrangements connected with the Temple.

His Highness the Maharana of Udaipur is kindly presenting ornaments for the Divinity.

His Highness the Maharaja of Panna put up money for the conversion of a stand, on the first hockey ground, into a Pavilion.

Aided by donations from Their Highnesses the Maharana of Udaipur, Maharaja of Jodhpur, the Maharaja Rana of Dholpur, Maharawal of Dungarpur, Maharatnat of Partabgarh and the Nawab of Tonk and subscriptions from members of the Staff and Old Boys of Mayo College, an existing building has been converted into a Club for members of the Staff and for Old Boys. The membership is now nearly 70. Under-graduates in the College Section and School Monitors may be admitted on invitation. The Club has two tennis courts, a bowling green, a badminton court, a reading room, a card room, a kitchen and a changing room. It also has a billiard room, with a table kindly presented by the Ruling Chief of Khairagarh of the Eastern States Agency, who recently left the College. This Club, which at the instance of the Staff is named after Mr. Stow the popular Principal of the College, forms an excellent meeting ground for members of the Staff as well as for the many Old Boys who are constantly visiting Ajmer.

On February 26th Lady Ogilvie and Major Hey inspected the gardens of the various houses of Mayo College. All were first class but the prize went to Udaipur House whose garden was a blaze of glorious colour. The roads, hedges, trees and lawns of the grounds are magnificently maintained. I have noticed that a considerably increased area of the roads has been tarred. This not only adds to the tidy appearance of the grounds but helps to keep down dust which makes the place more healthy.

The inadequacy of the Municipal water supply to the College is, I regret to say, as it was. Admittedly this year there has been general shortage of water over many parts of Rajputana and Ajmer is no exception. Nevertheless it is hoped that the Municipal Authorities will take up the question early. The College is doing what it can to keep the playing fields, and grounds generally, green and have installed three electric pumps for one of which His Highness the Maharaja of Jodhpur has recently given a gift which will provide the College with a grass Polo ground ; but nevertheless the supply remains inadequate.

On the third day of our inspection, namely February 27th, yet another generous gift appeared from His Highness of Jodhpur in the shape of a Morris motor car. On this the boys will be taught motor mechanism and driving.

I met and talked to, I should say, some seventy or eighty boys whom I met in the playing fields and various boarding houses. Their manners and appearance are excellent and they have the ease of manner and savoir faire essential to a gentleman. Many will never have to earn their living but will have to manage

their States and Estates. For such Mayo College gives facilities for administrative training in co-operation with the local civil authorities. For the others who will have to earn their living an employment information bureau has been started and it is the endeavour of the authorities, through it, to interest boys early in life in various professions and then to give them specialised tuition fitting them for those professions. Only a very few appear to have any desire to go into the Indian Civil Service. I was not able to find that any boy wanted to become a doctor, veterinary surgeon, engineer or lawyer. Several appeared to me to want to join the Army and I cannot think of better material than the Mayo College boy for the Army, Indian Navy or Air Force. A few seemed to fancy the Railway but the majority are aiming for civil, military or police service in their own States.

During the year under report the College Section has been affiliated with the Agra University. Mayo College is therefore the only Princes College at present from which a degree can be obtained. This is likely to attract sons of Ruling Princes and Nobles from outside Rajputana.

In conclusion I would like to pay the same tribute as I paid last year to Mr. Stow and his staff for the magnificent condition of Mayo College and all that he and they are doing for it.

G. L. BETHAM, Lieutenant-Colonel,
Resident in Morar and Political Agent,
Southern Rajputana States.

RAJKUMAR COLLEGE, RAJKOT.

I inspected the college on the 9th and 10th March 1937. Mr. T. B. Creagh Coen, I.C.S., Political Agent, Western Kathiawar Agency, was associated with me in his capacity as political officer, and Khan Shri Ghulam Moinuddin Khan, Chief of Manavadar, in his capacity of member of the Executive Committee. I am grateful to Mr. E. A. W. Plumptre, the Principal, for so kindly preparing the statistics I desired.

2. Two years ago the instruction given in the college was thoroughly inspected by two experts in education, whilst last year Sir George Anderson, the then Educational Commissioner with the Government of India, paid special attention to the present position, future outlook and administration of the college. Both the reports were somewhat depressing reading, so this year I particularly looked into certain criticisms which had been made in previous reports. My report will, I hope, indicate that certain conditions, at least, are not so gloomy and that various improvements have been made.

3. It must be remembered that a college of 40 boys cannot provide those opportunities for the development of moral qualities and habits which a larger institution affords. With such small numbers it is impossible to obtain the greatest advantage from games, and from the other school activities which in English public schools are regarded as so valuable in character training. A "house system" cannot exist in anything but in name; prefects can function only perfunctorily, a variety of healthy school activities is impossible. In my opinion the greatest weakness of the school is lack of numbers. A pertinent fact is that last year no boy took the Diploma Examination, whilst this year only one boy is entered.

4. I am reliably informed that additional recruitment of boys is possible if the chiefs can be made to regard the college as their own and to place their confidence in it. How this can be done, I cannot say, but one result would be a better education for the boys and a higher educational prestige for the college. Until numbers are larger in the highest classes—there are only two boys in the Diploma Class and two in Class II—it is merely of academic interest to discuss the desirability of increasing the status of the college by the addition of a variety of courses after the Diploma Examination. Some of the chiefs' colleges are moving in this direction by the creation of post-diploma or post-school certificate classes preparing either for the intermediate examination of a university or by instituting special courses in land administration. It might also be desirable now to consider whether or not the Cambridge Junior and School Certificate Examination should not replace the Diploma Examination, against which examination so much criticism has been levelled by the Chiefs' Colleges themselves. This, however, is neither the place nor the occasion to argue the question. One encouraging sign is the larger numbers in the lower classes. In Class VI are seven boys and in Class VII are ten boys. The College should make every effort to retain these boys until the Diploma Class—not merely by direct influence but by such means as improved tuition, creating opportunities for each boy to develop his interests, by evoking new interests and by making the school life enjoyable and attractive. I did not find the work in the class room so depressing as a reading of past reports lead me to believe. The staff seems willing, though when vacancies arise I suggest the appointment of selected young teachers who have undergone training, one at least of whom should possess a knowledge of physical instruction and considerable skill in the major games. I might here note that Dr. Dave, the first Assistant, spent a week at the Aitchison College, Lahore, and Mr. Mehta, the fifth Assistant, attended the Training College, Bomlai for a fortnight. I also feel that the appointment of a lady teacher—Indian or English—trained in junior class-work would give a firmer foundation in the lowest class than at present. Much greater activity, more individual work and less sitting in desks is educationally desirable. Whilst giving credit for the introduction of various forms of handwork throughout the school, yet for young children of nine and ten even greater emphasis should be placed on doing and making things. One form this might take is the organisation of much of the work under projects or purposeful activities. Throughout the college—though school would be a more suitable term—I obtained the impression that there was too much "teaching". I should have preferred to see more individual work on the part of the boys.

5. In some classes the disparity in attainment and capacity was very marked. It is educationally unsound to regard the class as the teaching unit ; the boy should be encouraged to progress at his own rate. It must be most depressing for a clever boy to be kept back at work which he has mastered in order to maintain the speed of the weakest child. A feeling of progress is a great intellectual stimulus.

6. I suggest the following points for consideration at the monthly staff meetings which are now held for discussion of class-room difficulties :—

- (1) The desirability of providing opportunities for creative work in different school subjects and forms of expression. (The " drawing " was far too formal, and consisted of reproducing copies and formal designs. Creative work was absent).
- (2) The educational value of hobbies—woodwork, meccano, collections leading to systematic study, etc.
- (3) The prevention and correction of errors in spelling and idiom.
- (4) A study of such books as the Dalton Plan by Parkhurst, with connected literature, the Project Method by Harper ; the Play Way, etc., with discussion as to their practicability.
- (5) The teaching of English, particularly how best to get correct oral and written expression from the lowest classes—suitable types of exercises.
- (6) " Silent " reading—how to test—how to encourage—how to teach ?
- (7) Quality versus quantity in written work.
- (8) The problem of the backward child.

These were suggested by my inspection of the work.

Points of class-room procedure and methods were discussed with different teachers.

6. The excursions to places of interest, the occasional lectures and the literary readings by the Principal in his house are all excellent features. I should like to see the excursions extended, for these are educationally and socially of great value. Syllabuses, individual records, hand-work and hobbies all are new introductions and indicate that education as opposed to teaching has received attention.

7. I suggest the formation of class libraries in English. These should be separate from the excellent library which at present exists, and should consist of books easier in language than the " reader " for the class. Boys cannot be expected to develop a love of reading if the language of the book is too difficult to be understood without effort, nor can they be expected to pay attention both to matter and to form of expression at the same time. Indeed in such books the language cannot be too easy. Some excellent series of supplementary readers exist for all classes and cost very little.

An attempt is made through scouting, photo-clubs, wood-work to evoke a many-sided interest. This is all to the good, but I think more is possible.

9. Staff.—There is one European member (the Principal) and six Indian masters on the staff. The post of Vice-Principal is still held in abeyance. One of the Indian masters is on contract while the other five are Government servants. The college has to pay Rs. 4,066 per annum as the leave and pension contributions for these last officers. In this connection I agree with what Sir George Anderson wrote in his inspection report of last year. During the year whilst Mr. E. A. W. Plumptre the Principal went on leave for three months, his place was filled by Mr. J. W. Gwyn, Vice-Principal, Aitchison College, Lahore.

On the whole, the teachers seemed keen but lacked " drive ". Perhaps one reason may be the small size of the classes. On the other hand more time and attention can be given to individuals than in a class of thirty boys.

9. At the time of my inspection the number of kumars reading in the college was 38. In 1932-33 the number was as low as 24 but the amalgamation of the Scott's College, Sadra, effected an increase in number. The possibility of the amalgamation of the Girassia College, Wadhwan, is still under consideration but early amalgamation, however educationally and financially desirable, appears unlikely.

10. Recently the cost of educating a kumar has been reduced by the replacement of private messes with a train of private servants by common messes. By so doing the expenses of a kumar, excluding the tuition fees but including clothing, pocket money, travelling in term time, etc., has been reduced from well over Rs.1,200 per annum to about Rs. 600 to Rs. 700 a year. Apart from the question of economy, the introduction of a common mess is educationally desirable as exclusiveness and a false sense of superiority are replaced by friendliness and better understanding. The change was not effected without opposition on the part of certain chiefs, but is now accepted by all. For this change the school and its management are to be congratulated.

11. The scale of tuition fee varies according to the status of the kumar. The variation is great and lies between the limits of Rs. 75 and Rs. 1,800. I suggest a more uniform scale of fees. The poorer boys could, if necessary, be assisted by stipends or fee concessions. I wish to emphasise what was stated in the report of last year on this subject.

12. A statement showing the admissions and withdrawals for the last six years is given below :—

Year.	No. of boys on the roll.				Withdrawals during the year.	Admissions during the year.
1931-32	29	5
1932-33	24	..
1933-34	26	15
1934-35	28	6
1935-36	34	9
1936-37	40	5

The following "age-spread" statement will show that some classes are very uneven in point of age :—

Class.	No. of kumars.	Ages.	Extreme ages.	Average age.
Diploma	.. 2	18, 19 .. ..	.. 18—19	18·5
II	2	17, 17 .. ..	.. 17	17
III	6	12, 16, 16, 16, 17, 18	.. 12—18	15·8
IV	6	11, 13, 14, 15, 20, 20	.. 11—20	15·5
V	3	13, 16, 16 13—16	15
VI	7	9, 11, 11, 13, 13, 14, 14	.. 9—14	12
VII	10	9, 9, 9, 9, 9, 10, 10, 11, 12, 14	.. 9—14	10·2
VIII	2	7, 8 7—8	7·5

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13. *Finance.*—The sanctioned budget of the college for the year 1936-37 amounts to Rs. 88,155. A copy is attached. The Principal items of revenue are :—

	Rs.
Fees from kumars	15,000
Interest on Endowment fund	46,000
Deficit falo to be met by states	23,000

The main items of expenditure are :—

Salary to staff	55,099
Repairs to buildings	3,500
Leave and pension contributions of Indian staff	4,066

The college receives no grant from Government and any deficit on the year's working is met by the Kathiawar States.

The college has an endowment fund of Rs. 10,65,000 and a prize fund of Rs. 18,000 invested in Government Promissory Notes. These yield an annual interest of about Rs. 46,000. In addition there are also the Ranjit Singh and Turner Memorial Funds with a capital of Rs. 54,300 and Rs. 25,000 respectively, and a Gordon Prize Fund with a capital of Rs. 12,500. The interest from these three funds is utilised for awarding scholarships.

No valuation of the college property has been made by the Public Works Department, but it is estimated at about Rs. 3½ lakhs.

The deficit falo contributed by the Kathiawar States for the working of the college for the last five years is shown below:—

Year.	Deficit falo.			Credit balance.			Deficit balance.				
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.		
1931-32	41,267	15	8	7,093	1	5	
1932-33	43,585	11	5	..	26,632	13	0
1933-34	44,477	7	4	18,924	4	0	..
1934-35	26,539	9	0	8,503	15	10	..
1935-36	11,709	4	7	..	3,221	0	8

14. I watched the boys at the play in the evening and was pleased at the high standard of hockey and the obvious enjoyment of the boys. In the hockey match Khan Shri Gulam Moinuddin Khan, Chief of Manavadar, an old boy of the school and now a member of the school managing committee and whose skill of the game is known throughout India assisted the school team. Such friendly relations between an old boys and those still at school are excellent and cannot be too strongly encouraged. The boys seem a jolly crowd, cheery, clean, well-mannered and happy. Both Mr. and Mrs. Plumptre obviously have their welfare at heart.

J. E. PARKINSON,
*Educational Commissioner
with the Government of India.*

CAMP RAJKOT,
the 10th March 1937.

BUDGET ESTIMATES of the Rajkumar College, Rajkot, for 1936-37.

No.	Particulars of Receipts.	Budget Estimates for 1936-37.	BUDGET ESTIMATES FOR 1935-36.		Actuals for 1934-35.	REMARKS.
			Revised.	Sanctioned.		
			Rs.	Rs.	Rs.	Rs.
RECURRING.						
1	Fees from Kumars	15,000	23,129	15,000	18,424	
2	Garden Receipts	200	..	200	12	
3	Contribution towards Accountant's pay.	150	215	150	107	
4	Prize Fund Receipts ..	629	629	629	629	
5	Interest on invested capital ..	46,000	37,231	45,845	46,171	
6	Provident Fund of Mr. Plumptre	1,806	7,149	1,745	2 101	
7	Interest on Invested Capital of Principal.	..	2,039	..	..
8	Refund of Income Tax of Indian Sterling loan.					
9	Refund of unspent balance by Executive Engineer.	..	7	..	9	
10	Refund of purchase of Government Promissory Notes.	..	..	..	33	
11	House rent of Vice-Principal's Bungalow.	900	450	900	900	
12	Refund of Pension and Leave Contribution of Sub-Medical Officer Mr. Shukla.	..	14	..	122	
13	Refund of Travelling Allowance of Mr. Grieve.	..	394	..	..
	Total Recurring ..	64,685	71,557	64,469	68,508	
NON-RECURRING.						
1	Deficit Fallow to be made ..	23,500	11,693	9,000	26,539	
2	Refund of Permanent advance ..	..	..	..	..
3	Bonus received for conversion ..	..	..	..	..
	Total Non-Recurring ..	23,500	11,693	9,000	26,539	
	GRAND TOTAL ..	88,185	83,250	73,469	95,047	
	Carried over ..	88,185	83,250	73,469	95,047	

No.	Particulars of Charges.	Budget Estimates for 1936-37.	BUDGET ESTIMATES FOR 1935-36.		Actuals for 1934-35.	REMARKS.
			Revised.	Sanctioned.		
RECURRING.						
1	Salary to College Staff as per Statements A and B.	55,098	55,863	55,692	54,374	
2	Contingencies	1,800	1,800	1,800	1,800	
3	Garden Establishment	1,632	1,632	1,632	1,632	
4	Garden Contingencies	1,000	1,250	1,000	1,000	
5	Conservancy Establishment	1,176	1,176	1,176	1,158	
6	Conservancy Contingencies	700	699	700	699	
7	Water charges	900	900	900	900	
8	Play Ground and Gymnasium	1,000	978	1,000	958	
9	Medicines	350	348	350	350	
10	Library and Prizes	300	300	300	300	
11	Engraving Marble Slab	50	50	50	50	
12	Wall pictures .. ..	.. ..	.. ..	.. ..	316	
13	Printing charges	500	500	500	498	
14	Fire Insurance .. ..	.. ..	.. ..	.. ..	.. ..
15	Medals and Prizes	629	629	629	628	
16	Laboratory and Chemicals	400	400	400	375	
17	Travelling Allowance	200	110	200	545	
18	Entertainment to teams	400	275	400	167	
19	Repairs to buildings and Dormitories, P. W. D.	3,500	5,508	3,500	6,205	
20	Rent of Telephone	150	150	150	150	
21	Hire of Films for Cinema Projector.	200	186	200	104	
22	Leave and Pension Contribution of Indian Staff [Appendix A (1)].	4,066	4,010	4,341	4,983	
23	Purchase of Government Promissory Notes.	.. ..	.. ..	.. ..	.. ..
Total Recurring ..		74,051	76,764	74,920	77,192	
NON-RECURRING.						
1	Refund of fees	1,000	5,612	1,000	1,075	
2	Investment of 1/5th pay of the Principal Mr. Plumptre.	3,612	3,150	3,490	2,900	
3	Dormitories	500	961	1,000	3,600	
4	Passage money to the Principal	2,700	.. ..	.. ..	1,776	
5	Leave salary of Mr. C. B. Sheikh for 11 months and 20 days at Rs. 125 per mensem.	1,456	.. ..	.. ..	.. ..
6	Leave salary of Dr. R. P. Melita, late 1st Assistant Master.	2,000	.. ..	.. ..	.. ..
7	Tube well, piping, etc.	2,000	.. ..	.. ..	.. ..
8	Salary, Provident Fund and Travelling Allowance of Acting Principal and Staff.	4,800	.. ..	.. ..	.. ..
Total Non-Recurring ..		18,068	9,723	5,490	9,351	
GRAND TOTAL ..		92,119	86,487	80,410	86,543	
Carried over ..		92,119	86,487	80,410	86,543	

No.	Particulars of Receipts.	Budget Estimates for 1936-37.	BUDGET ESTIMATES FOR 1935-36.		Actuals for 1934-35.	REMARKS.
			Revised.	Sanctioned.		
	Brought over ..	88,185	83,250	73,469	95,047	
RESERVE FUND.						
1	Donations from Chiefs and Kumars.	..	..	..	..
2	Repayment of investment of Local Fund Loan Fund.	..	..	..	..
3	Do. Local Fund Loan Fund.	..	..	..	..
4	Purchase of Government Promissory Notes (face value).	..	..	..	..
5	Difference in conversion ..	..	..	..	..
	Total ..	..	..	..	..
	GRAND TOTAL ..	88,185	83,250	73,469	95,047	
<i>Deduct—Refund of investment of Local Fund Loan.</i>						
	Net Receipts ..	88,185	83,250	73,469	95,047	
<i>Add—Opening balance—Cash—</i>						
	1. Permanent Advance ..	10,000	10,000	10,000	10,000	
	2. Cash ..	8,862	12,099	12,099	8,288	
<i>Invested—</i>						
	1. In Government Promissory Notes.	10,65,900 18,000	10,65,900 18,000	10,65,900 18,000	10,65,900 18,000	
	2. In Local Fund Loan Fund ..	..	..	..	..
	Total ..	11,02,762	11,05,999	11,05,999	11,02,188	
	GRAND TOTAL ..	11,90,947	11,89,249	11,79,468	11,97,235	

No.	Particulars of Charges.	Budget estimates for 1936-37.	BUDGET ESTIMATES FOR 1935-36.		Actuals for 1934-35.	REMARKS.
			Revised.	Sanctioned.		
	Brought over ..	Rs. 92,119	Rs. 86,487	Rs. 80,410	Rs. 86,543	
RESERVE FUND.						
I	Purchase of Government Promissory Notes.	..	..	..	..
	Total ..	92,119	86,487	80,410	86,543	
	GRAND TOTAL ..	92,119	86,487	80,410	86,543	
<i>Add—Closing balance—</i>						
Cash ..	1. Permanent Advance.	10,000	10,000	10,000	10,000	
	2. Cash ..	4,928	8,862	5,158	16,792	..
Invested ..	1. In Government Promissory Notes.	10,65,900	10,65,900	10,65,900	10,65,900A	
	2. In Local Fund Loan Fund,	18,000	18,000	18,000	18,000B	
	Total ..	10,98,828	11,02,762	10,99,058	11,10,692	
	GRAND TOTAL ..	11,90,947	11,89,249	11,79,468	11,97,235	

A. Government Promissory Notes of Rs. 5,19,000 at 3½ p. c.

Do. " 1,33,800 at 4 p. c.

Do. " 92,100 at 5 p. c.

Do. " 3,21,000 at 5½ p. c.

Total Rs. 10,65,900

Rs.

B. (a) Sir James Fergusson Medal Fund .. 5,000
 (b) Gondal Prize Fund .. 2,500
 (c) Bawa Vala Jubilee Prize Fund .. 5,000
 (d) Macnaghton Memorial Medal Fund .. 5,000
 (e) Vajsur Vala Music Prize Fund .. 500

Total 18,000

APPENDIX A.
Rajkumar College Budget Estimates for the year 1936-37.
(SUPERIOR STAFF.)

Designation.	PERIOD.		Rate per month.	Amount.	Remarks.
	From	To			
Principal's Salary ..	1-3-1936 ..	28-2-1937 ..	Rs. 1,500	18,000 0 0	
			Total ..	18,000 0 0	
INDIAN STAFF.					
Dr. T. N. Dave ..	1-3-1936 ..	28-2-1937 ..	400	4,800 0 0	
Mr. S. Y. Durve ..	1-3-1936 ..	28-2-1937 ..	375	4,500 0 0	
Mr. J. M. Oza ..	1-3-1936 ..	28-2-1937 ..	325	3,900 0 0	
Mr. M. I. Mehta ..	1-3-1936 ..	28-2-1937 ..	250	3,000 0 0	
Mr. G. S. Joshi ..	{ 1-3-1936 ..	31-8-1936 ..	225	1,350 0 0	
	{ 1-9-1936 ..	28-2-1937 ..	250	1,500 0 0	
Mr. G. P. Vaishnav ..	1-3-1936 ..	28-2-1937 ..	75	900 0 0	
Kumar Shri Joravarsinhji	1-3-1936 ..	28-2-1937 ..	200	2,400 0 0	
Mr. P. J. Parekh ..	{ 1-3-1936 ..	9-9-1936 ..	120	732 0 0	
	{ 4-9-1936 ..	28-2-1937 ..	125	737 8 0	
			Total ..	23,819 8 0	
Provident Fund of Mr. G. S. Joshi at 8 per cent.		..	..	228 0 0	
Allowance to Residency Surgeon at Rs. 100.	..	..	..	1,200 0 0	
Matron at Rs. 350 per mensem.	..	..	..	4,200 0 0	
			Total	5,628 0 0	
			GRAND TOTAL ..	47,447 8 0	
				i.e.,	
				47,448 0 0	

APPENDIX A(1).

Rajkumar College Budget Estimates for 1936-37.

Superior Staff.

(STATEMENT OF LEAVE AND PENSION CONTRIBUTION).

Designation.	PERIOD.		Rate per month.	Amount.
	From	To		
LEAVE ALLOWANCE.				
1. Dr. T. N. Dave ..	1-3-1936 ..	28-2-1937	50 0 0	600 0 0
2. Mr. S. Y. Durve ..	1-3-1936 ..	28-2-1937	46 14 0	562 8 0
3. Mr. J. M. Oza ..	1-3-1936 ..	28-2-1937	40 10 0	487 8 0
4. Mr. M. I. Mehta ..	1-3-1936 ..	28-2-1937	31 4 0	375 0 0
5. K. S. Joravarsinhji ..	1-3-1936 ..	28-2-1937	25 0 0	300 0 0
			Total ..	2,325 0 0
PENSION CONTRIBUTION.				
1. Dr. T. N. Dave ..	1-3-1936 ..	28-2-1937	36 0 0	432 0 0
2. Mr. S. Y. Durve ..	{ 1-3-1936 ..	31-8-1936	33 12 0	202 8 0
	{ 1-9-1936 ..	28-2-1937	37 8 0	225 0 0
3. Mr. J. M. Oza ..	1-3-1936 ..	28-2-1937	29 4 0	351 0 0
4. Mr. M. I. Mehta ..	{ 1-3-1936 ..	19-6-1936	22 8 0	81 12 0
	{ 20-6-1936 ..	28-2-1937	25 0 0	209 2 8
5. K. S. Joravarsinhji ..	1-3-1936 ..	28-2-1937	20 0 0	240 0 0
			TOTAL ..	1,741 6 8
			GRAND TOTAL	4,066 0 0

APPENDIX B.
Rajkumar College Budget Estimates for 1936-37.
(SUBORDINATE STAFF.)

No.	Designation.	Period.		Rate per month.	Amount.	REMARKS.
		From	To			
1	Cricket Coach	1-3-1936	26-1-1937	Rs. 70	Rs. A. P. 756 7 2	
		27-1-1937	28-2-1937	75	89 8 3	
2	Retired Sub-Assistant Surgeon.	1-3-1936	28-2-1937	50	600 0 0	
3	Typist and clerk ..	1-3-1936	28-2-1937	40	720 0 0	
	Do. Allowance	Do.	Do.	20		
4	Shastri	Do.	Do.	28	336 0 0	
5	Kazi	Do.	Do.	28	336 0 0	
6	Farrier	Do.	Do.	28	336 0 0	
7	Drawing Master ..	Do.	Do.	20	210 0 0	
8	Music Master ..	Do.	Do.	20	210 0 0	
9	Riding Master (pay at Rs. 25 per mensem). Allowance to Farrier of the post at Rs. 5 per mensem.	Do.	Do.	5	60 0 0	
10	Gymnasium Master (pay at Rs. 30 per mensem). Allowance of the post of Cricket Coach at Rs. 10 per mensem.	Do.	Do.	10	120 0 0	
11	1 Jamadar	Do.	Do.	22	261 0 0	
12	1 Muccadam (pay at Rs. 19 per mensem). Allowance of the post to 1 Hamal at Rs. 3 per mensem.	Do.	Do.	3	36 0 0	
13	7 Peons—1 at Rs. 15 and 3 at Rs. 11 per mensem.	Do.	Do.	102	1,221 0 0	
14	9 Hamals at Rs. 15 each per mensem.	Do. ..	Do.	135	1,620 0 0	
15	4 Pagis at Rs. 14 each per mensem.	Do.	Do.	56	672 0 0	
				Total ..	7,619 15 5 i.e., 7,650 0 0	

I have been associated with the Educational Commissioner with the Government of India and the Chief of Manvadar in the annual inspection of the Rajkumar College, Rajkot. "The Government of India regard as the primary function of a Chief's College the proper training of future Rulers of Indian States, and others who may be expected to exercise an influence on their administration, progress and development"; and a Political Officer is associated with the inspection to enable the Government of India "to have a clear idea of the extent to which the College is fulfilling its real function as defined above", (*vide* Foreign and Political Department letter No. 67 R/28, dated the 22d May 1931).

2. There are 38 kumars at the Rajkumar College of whom 19 are wards of the Political Agents in the WESTERN INDIA STATES AGENCY. 10 of the kumars are themselves Chiefs or talukdars, Paidi, Pithadia, and Sardargarh being the largest States so represented. There are at present no sons, and very few near relations of the rulers of the more important States at the College; these States make a generous financial contribution, but mostly prefer education at English Public Schools for their own children. In their absence the College recruits from two main classes: the bhayats (members of cadet branches) of large States and the sons of small talukdars, who mostly have an annual income of Rs. 1 lakh or less. I do not consider that any large increase in recruitment from the latter class is to be expected. Its children are largely absorbed by the excellent Talukdari Girrassia College at Wadhwan, amalgamation with which, though desirable from the point of view of increasing numbers is not in my opinion, practical politics at present for various reasons. But I believe that there are a number of bhayats of the larger States who would send their sons to this College if they appreciated what good value is to be obtained here at a cost of a mere Rs. 700 per annum excluding tuition fees. (The tuition fees would not be high in their cases: they are graded, though a proposal is now under consideration to equalize them; and in some cases they come to so low a figure as Rs. 75/- p.a.) I do not suggest that the Princes should abandon what may be considered to be by now the usual custom in Kathiawar, of educating their sons in England; the practice has been in my opinion a marked success and has produced a number of rulers who are a fine tribute to its merits. But there are always a few kumars of this class who for one reason or another cannot be sent to England; and there are bhayats to whom I have referred above. I would venture to suggest to the Princes who so generously support this College by meeting of the deficit on its working, the value of educating their leading bhayats at a college like this. If each Salute state sent, say four boys at State expense, at a fixed fee, it would be possible to abolish the *falo* (levy to cover a deficit) entirely; and I suggest that the Princes would feel that they were getting better value for money by this means. In fact I would suggest to the critics of the College a Five Year Plan: let enough boys be sent, at State expense, for five years, to raise the numbers to 100 or 150 (which would easily be accommodated in the excellent buildings); and at the end of this period, let the College be closed if a majority of Princes were then dissatisfied with the results. Concurrently with this, I would like to sound a word of warning against excessive economy. At present (apart from the valuable assistance, entirely voluntary, given by a private tutor) there is only one European on the staff; this I regard as quite inadequate and I am glad that an attempt is to be made to correct it. Apart from this, economy has been, rightly kept much in view, more particularly in an attempt to bring costs down to a figure which would permit of amalgamation with Wadhwan. That scheme must be taken to be definitely abandoned at least for the present; and I have grave doubts whether further economy would not lead to a decline in efficiency. The total annual cost of education at a good English public school (excluding clothes and holiday expenses) varies between £200 and £250 (Rs. 2,600—Rs. 3,250); and I should say that running expenses were higher in India than in England.

3. I have dealt at great length with the problem of numbers since it is one of vital importance to this College. Subject always to a reservation in regard to numbers—for I do not consider that a school of under 40 boys can fully provide the character training which a full size school provides—I consider that the College is undoubtedly "fulfilling its real function". I am not required to deal with questions of a purely educational nature; I will therefore confine myself to saying that, I know that opinion among the Chiefs of the Western India States Agency attaches special importance to them. Western India is advanced educationally

and greater importance is attached by parents to the purely teaching side of a school's activities, than is I think the case at the other Chiefs Colleges with which I am familiar. Whether this is an advantage or disadvantage it is not for me to say, it is however an essential fact to bear in mind in dealing with this college.

4. The College is free from several of the problems which beset other Chiefs Colleges. Its finances are sound : it has a large endowment fund, and the generosity of the Princes of Western India has placed it in a position of financial security ; though it can never afford to be complacent on this score, as this support would of course cease if the Princes were not satisfied with the education provided. Those hasty annuals of the Chiefs College reports, the problem of the " Messing System " and " Recruitment from other Classes " are not to be found here. The first problem has been solved ; a common mess has been introduced and has been, in my opinion at least, a striking success. It may have led to one or two boys who would otherwise have come here going to Wadhwan ; but I do not think that their absence is to be regretted. Habits of exclusiveness are to be deplored in a school of this nature, and boys who will not join a common mess are handicap. The question of broadening the basis of recruitment, which has been so keenly debated elsewhere, does not appear to have arisen here ; nor do I think it likely to arise. I do not think that there would be any demand from the other classes in Western India—Government officials and merchants—to enter this College if its doors were opened to them.

5. The College has a fine record of achievement in the past and a large and distinguished body of old boys. Given continued and increasing support by them, there is every reason to be hopeful that the College will maintain its traditions and will serve the States of Western India with continued and increasing success.

T. B. CREAGH COEN,
Political Agent,
Western Kathiawar Agency.